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ABSTRACT

This competency-based curriculum consists of 15 teacher-developed learning packets that have been developed for use by teachers and students during the exploration of various hospitality occupations. Intended to introduce students to a multitude of occupations and to allow time for hands-on experiences in different occupational families, the individual sections of the curriculum deal with various custodial, customer service, food service, hotel and lodging, and information service occupations, including executive housekeeper, gardener, house cleaner, checkroom attendant, parking-lot attendant, cashier, cook, salad maker, waiter/waitress, hotel clerk, hotel manager, guide, host/hostess, information clerk, and travel agency manager. Each lesson contains some or all of the following: a description of occupational families in the specific occupational cluster addressed in the section, representative job titles, an occupational task statement, an occupational competency statement, a list of resources and materials needed to implement the section, learning objectives, learning activities, and evaluation procedures. (MN)

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ED229610

Competency Based Curriculum
for
PREVOCATIONAL EXPLORATION
HOSPITALITY

Prepared by

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and Safety Education
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March, 1983

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FOREWORD

The public school is an appropriate place for helping youth to better understand the function, value, and application of educational skills for selected occupational families. This goal can best be achieved by involving students in experiences that will enable them to make application of acquired educational skills, providing experiences that can help them to realize educational skills that are necessary for occupational options, and allowing students to assess their attitudes toward educational skills and various occupations.

This Hospitality Cluster curriculum has been designed, written, and organized to facilitate use by teachers and students during the exploration of a variety of occupations. The intent of the learning pacs is to introduce students to a multitude of occupations and allow time for "hands-on" experiences in different occupational families.

This project is a result of cooperative efforts of the Bureau of Vocational, Technical, and Adult Education and Marshall University. These materials were developed by eight teachers representing six counties in West Virginia and two Prevocational Exploration staff members from the Department of Occupational, Adult, and Safety Education at Marshall University.

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Project Director

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CORE CURRICULUM IDENTIFICATION

The following learning pacs have been identified as core curriculum for the Hospitality Cluster. All students within the Service Occupations Laboratory should be exposed to these learning pacs.

Hospitality Cluster
Core Curriculum

Executive Housekeeper 7

Gardener 22

Housecleaner 28

Checkroom Attendant 62

Parking-Lot Attendant 79

Cashier I 99

Cook 131

Salad Maker 202

Waiter/Waitress 210

Hotel Clerk 250

Manager, Hotel and Motel 256

Guide 292

Host/Hostess 300

Information Clerk 313

Manager, Travel Agency 331

NOTE: A student survey instrument is available to measure the effectiveness of the identified core curriculum. For additional information regarding the survey, contact the prevocational exploration staff in the Occupational, Adult, and Safety Education Department at Marshall University.

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*Identifies Core Curriculum

SERVICE OCCUPATIONS
(Introductory Lesson)

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILIES: and **REPRESENTATIVE JOB TITLES:**

A. Custodial
   1. Executive Housekeeper
   2. Gardener
   3. Housecleaner

B. Customer Services
   1. Checkroom Attendant
   2. Parking-Lot Attendant

C. Food Service
   1. Cashier I
   2. Cook
   3. Salad Maker
   4. Waiter/Waitress

D. Hotels and Lodgings
   1. Hotel Clerk
   2. Hotel or Motel Manager

E. Information Services
   1. Guide
   2. Host/Hostess
   3. Information Clerk
   4. Manager, Travel Agency

OCCUPATIONAL TASK: Introducing the Hospitality Cluster

OCCUPATIONAL COMPETENCY: Exploring representative job titles

RESOURCES and/or MATERIALS

1. List of Hospitality occupations on a Bingo card
2. Bingo answer card
3. Pamphlet, "Careers for a Changing World," New York Life Insurance Company, 51 Madison Avenue, New York, N.Y. 10010. (optional)
4. Filmstrip and cassette: Introduction to Hospitality, McKnight Company. (optional)

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Define hospitality.
2. List several occupations in the Hospitality Cluster.
3. Recognize job titles by listening to a description.

LEARNING ACTIVITIES

1. Discuss hospitality (term) and jobs that would be listed in the cluster.
2. Play Bingo.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Defining the term "hospitality."
2. Selecting job titles of the Hospitality Cluster by listening to description through playing Bingo.

DESCRIPTION OF JOB TITLES

Bingo Game

DIRECTIONS: Each description should be cut separately, mixed up, and then read aloud. The students should try to identify the occupation on the bingo card by hearing the description read. The winner is determined by correctly identifying four corners, diagonally, straight across, and/or down a column.

1. Stores wearing apparel, luggage, bundles, and/or other articles for patrons of an establishment.

2. Performs combination of duties to maintain kitchen work areas, restaurant equipment, and utensils in clean and orderly condition.

3. Performs tasks to maintain hotel premises in clean and orderly manner.

4. Supervises and coordinates activities of dining-room employees engaged in providing courteous and rapid service to diners.

5. Performs combination of duties to receive funds from customers and employees.

6. Prepares salads, fruits, melons, and gelatin desserts.

7. Verifies and balances entries and records of financial transactions reported by various hotel departments during the day.

8. Supervises and coordinates activities of personnel in bread-baking department.

9. Coordinates food service activities of hotel, restaurant, other similar establishments, or at social functions.

10. Cuts and trims meat to size for display or as ordered by customer.

11. Prepares, seasons, and cooks soups, meats, vegetables, desserts, and other foodstuff for consumption in hotels and restaurants.

12. Plans and administers sale policies and programs to foster and promote hotel patronage.

13. Segregates and removes trash and garbage and places it in designated containers.

14. Greets guests arriving at country club, catered social function, or other gathering place.

15. Patrols hotel or motel premises to maintain order.

16. Escorts visitors around city and town.

17. Maintains grounds of industrial, commercial, or public property.

18. Escorts incoming hotel guests to rooms.

19. Supervises, coordinates, and participates in activities of cooks and other kitchen personnel.

20. Provides travel information and arranges accommodations for tourists.

21. Registers and assigns rooms to guests.

22. Serves food and refreshments to patrons in cars.

23. Receives and returns to owner articles lost in stores.

24. Serves residents by opening doors, hailing taxicabs, answering inquiries, or assisting the elderly.

BINGO

B	I	N	G	O
BARTENDER	CHEF	CATERER	HOST/HOSTESS	BAKER
GUIDE	BELLHOP	MEAT CUTTER	LOST-AND-FOUND CLERK	COOK
DOORKEEPER	DISHWASHER	FREE	HOUSE DETECTIVE	CAR HOP
HOUSECLEANER	SALAD MAKER	HOTEL CLERK	WAITER/WAITRESS	GARBAGE PORTER
GARDENER	NIGHT AUDITOR	TRAVEL CLERK	CASHIER	PROMOTION MANAGER

BINGO GAME - KEY

1. Checkroom Attendant
2. Dishwasher
3. Housecleaner
4. Waiter/Waitress
5. Cashier
6. Salad Maker
7. Night Auditor
8. Baker
9. Caterer
10. Meat Cutter
11. Cook
12. Promotion Manager
13. Garbage Porter
14. Host/Hostess
15. House Detective
16. Guide
17. Gardener
18. Bellhop
19. Chef
20. Travel Clerk
21. Hotel Clerk
22. Car Hop
23. Lost-and-Found Clerk
24. Doorkeeper

CAREER INFORMATION SHEET

JOB TITLE: Executive Housekeeper	DOT CODE: 187.167-046
DUTIES:	Executive housekeepers plan and direct housekeeping activities in hotels, motels, hospitals, residence halls, private clubs, and other organizations. These duties include supervising the work performed by the housekeeping staff and seeing that the assigned tasks are completed satisfactorily and within a reasonable length of time. Executive housekeepers see that the proper supplies and linens are available and up to date.
WHERE EMPLOYED:	Executive housekeepers are employed in small and large communities throughout the world. They are employed by hotels, motels, lodges, colleges, clubs, restaurants, nursing homes, and hospitals.
EMPLOYMENT OUTLOOK:	With the increase in tourism and travel for both business and personal reasons, employment in this field is very favorable. Many positions are open in this field each year, due to the building of new facilities and retirement of persons presently in this line of work.
EDUCATION AND TRAINING:	Training in this field is usually obtained by completing courses in institutional housekeeping followed by practical experience. Chances for advancement are better if a college entrance program is taken in high school including courses in English, mathematics, art, science, social studies, a foreign language, business, and home economics.

SPECIAL QUALIFICATIONS:

To substantially advance in this career, the National Executive Housekeepers Association, Inc., has recommended and outlined educational programs leading to associate and baccalaureate degrees, which include courses in sociology, psychology, biology, chemistry, economics, organization and management, personnel training and supervision, oral and written communications, housekeeping techniques, interior decoration, and textiles. They can then be certified by NEHA.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of executive housekeepers vary, depending on their ability, experience, and level of responsibilities, as well as the size, type, and geographical location of the employing organization. Average annual earnings of executive housekeepers in all types of institutions range from less than $6,500 to over $18,000 a year. Fringe benefits often include paid vacations, life and health insurance coverage, and a pension plan. Some organizations also provide housekeepers with living quarters, meals, and laundry services.

WORKING CONDITIONS AND LIFESTYLES:

Executive housekeepers usually are scheduled to work a five-day, 40-hour week; however, some overtime hours may be required at times. An executive housekeeper usually has the opportunity to meet many kinds of people and can enjoy many programs and activities of the institution which employs him/her. If the institution has many locations throughout the country, s/he may have a choice of where to work, or can work in various places in a lifetime of employment.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Custodial

REPRESENTATIVE JOB TITLES:

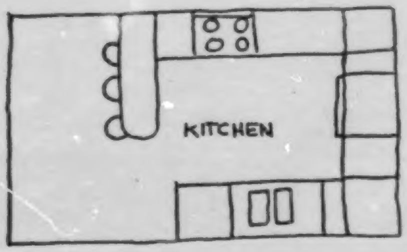
Executive Housekeeper	187.167-046
Supervisor, Housecleaner	321.137-010
Cleaner, Housekeeping	323.687-014

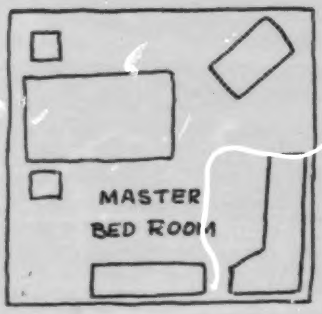
OCCUPATIONAL TASK: Exploring housekeeping work

OCCUPATIONAL COMPETENCY: Identifying the duties of an executive housekeeper

RESOURCES and/or MATERIALS

1. Housekeeping Information Sheet
2. Worksheet A (2)
3. Student Attitude Sheet





LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the duties of an executive housekeeper.
2. Ascertain if the housekeeping has been properly done.
3. Determine if you would favor working as an executive housekeeper.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Complete an inspection of your classroom using Worksheet A.
3. Complete an inspection of your school teacher's lounge or office using the second copy of Worksheet A.
4. Participate in class discussion of your inspection and the advantages and disadvantages of working as an executive housekeeper.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting your inspection using Worksheet A, Copies 1 and 2.
2. Completing and submitting the Student Attitude Sheet.
3. Participating in class discussion.

HOUSEKEEPING INFORMATION SHEET

The following duties of a housekeeper are to be done at the specified intervals.

Biannual

Shampoo rug.
Air drapes.
Paint or touch up walls if necessary.

Monthly

Wash windows.
Clean and polish furniture.
Dust walls.
Clean light fixtures.

Daily (or after each occupancy)

Clean bathroom fixtures.
Mop bathroom floor.
Replace linens and soap in bathroom.
Change bed linens.
Dust all furniture.
Clean all mirrors.
Run sweeper on carpeting.
Empty wastebaskets.
Rearrange or straighten furniture.

WORKSHEET A

Inspection of ____________________

Check the appropriate column as you make your inspection. This is to be done for each room daily or after each use.

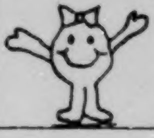
	Excellent	Needs improvement	Poorly done
Bathroom fixtures are clean.			
Bathroom floor is clean.			
Clean linens are neatly in place in bathroom.			
Soap is on basin.			
Bed is changed and neatly made.			
Furniture is dusted.			
Mirror is clean.			
Wastebasket is empty.			
Furniture is properly placed.			
Carpet is vacuumed.			
Windows are clean.			

Name ____________________

Occupational Cluster Hospitality - Executive Housekeeper

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Discussion of information sheet					
Completing inspection sheets					
Discussing Executive Housekeeper as a career					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Garbage Porter DOT CODE: 318.687-010

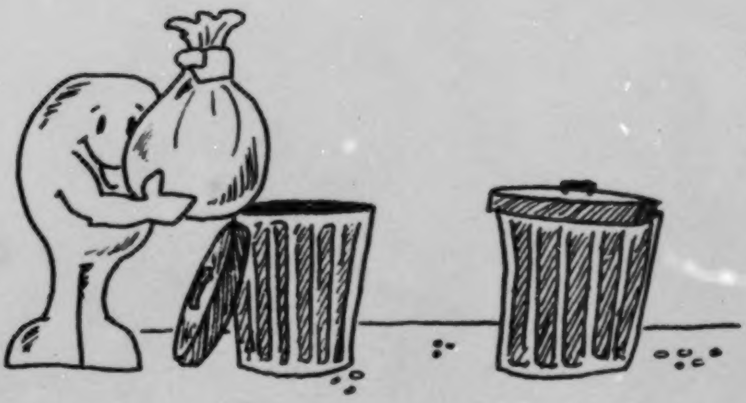
DUTIES: A garbage porter performs various duties to maintain kitchen work areas in clean and orderly condition. Some of those duties might be segregating and removing trash and garbage, placing garbage in designated containers, steam cleaning and hosing out garbage cans, sorting bottles, and placing disposable bottles in bottle-crushing machine.

WHERE EMPLOYED: Garbage porters are employed in hotel/motel establishments and restaurants. These businesses may range in size from small independent establishments to large chain corporations. Restaurants and lodging facilities are found in urban, suburban, and rural locales.

EMPLOYMENT OUTLOOK: Job openings for garbage porters and kitchen helpers are expected to be plentiful in the years to come. Turnover is particularly high among part-time workers. There is an opportunity for advancement to cook's helper or waiter's assistant. Chances for promotion are usually better in larger restaurants.

EDUCATION AND TRAINING: A high school education is not necessary for the job of garbage porter or kitchen helper. Many employers do not require that their employees for these positions speak English. Employers give on-the-job training. Applicants must be able to follow oral directions concerning their duties.

SPECIAL QUALIFICATIONS:	A garbage porter must be able to perform routine tasks over and over again. S/he must be in good physical condition and have physical stamina because s/he must stand most of the time and carry heavy items.
EARNINGS AND ADDITIONAL BENEFITS:	Garbage porters have relatively low earnings. Their wages range from $3.35/hour to $4.90/hour. Employers usually furnish uniforms and a daily free meal.
WORKING CONDITIONS AND LIFESTYLES:	Restaurants and other eating facilities located in hotels are usually open from early morning to late evening. This creates the need for shift work. A garbage porter might work a morning, afternoon, or evening shift. Most garbage porters work only part-time, usually a 30-hour week. A garbage porter must also be able to adapt to various weather conditions as it would be necessary for him/her to go from inside to outside different times throughout the work shift.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Custodial

REPRESENTATIVE JOB TITLES:

Garbage Porter	318.687-010
Kitchen Helper	318.687-010
Kitchen Porter	318.687-010
Kitchen Hand	318.687-010

OCCUPATIONAL TASK: Exploring the job occupation of garbage porter

OCCUPATIONAL COMPETENCY: Recognizing the job responsibilities of a garbage porter

RESOURCES and/or MATERIALS

1. Career Information Sheet (2 pages)
2. Worksheet A
3. Worksheet B
4. *Occupational Outlook Handbook*, 1982-83 Edition

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize the duties, training requirements, earnings, and working conditions of a garbage porter.
2. Determine if a garbage porter is a suitable occupation for you.

LEARNING ACTIVITIES

1. Participate in class discussion of garbage porters and related kitchen helpers.
2. Complete Worksheet A.
3. Complete Worksheet B.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion of responsibilities, earnings, and working conditions of a garbage porter.
2. Completing and submitting Worksheets A and B to your instructor.

WORKSHEET A

DIRECTIONS: Answer the questions below with True or False.

_______ 1. It is necessary for a garbage porter to have a high school education.

_______ 2. Turnover is particularly high among part-time workers such as garbage porters and kitchen helpers.

_______ 3. One of the duties of a garbage porter is to remove and segregate garbage and to place it in designated containers.

_______ 4. Being able to speak English is a requirement for most kitchen helpers.

_______ 5. Sorting bottles and cans and placing them in the proper crushing machines is one of the duties of a garbage porter.

_______ 6. Employers usually furnish uniforms and a daily free meal for their kitchen helpers.

_______ 7. Garbage porters always work a 40-hour week.

_______ 8. A garbage porter must be in good physical condition to perform the duties required.

_______ 9. Garbage porter's wages range from $3.35/hour to $4.90/hour.

_______ 10. Kitchen helpers work only the regular day shift.

WORKSHEET A - KEY

1. False
2. True
3. True
4. False
5. True
6. True
7. False
8. True
9. True
10. False

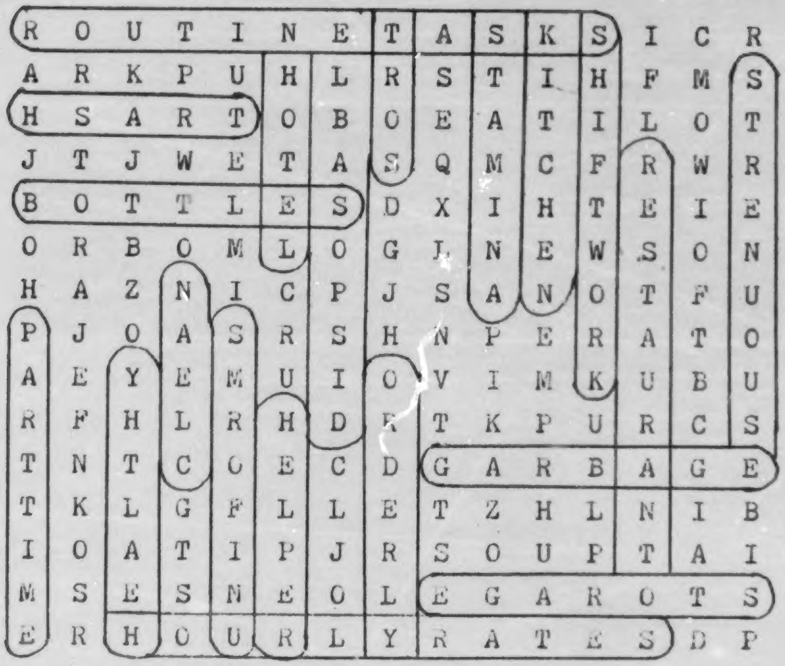
WORKSHEET B

DIRECTIONS: Circle the words below as you find them in the puzzle below. They may appear vertically or horizontally, frontward or backward.

ROUTINE TASKS
UNIFORMS
SHIFTWORK
PART-TIME
HELPER
CLEAN
GARBAGE
TRASH
SORT
STORAGE
KITCHEN
HEALTHY
STAMINA
STRENUOUS
HOTEL
RESTAURANT
HOURLY RATES
ORDERLY
BOTTLES
DISPOSABLE

R	O	U	T	I	N	E	T	A	S	K	S	I	C	R
A	R	K	P	U	H	L	R	S	T	I	H	F	M	S
H	S	A	R	T	O	B	C	E	A	T	I	L	O	T
J	T	J	W	E	T	A	S	Q	M	C	F	R	W	R
B	O	T	T	L	E	S	D	X	I	H	T	E	I	E
C	R	B	C	M	L	O	G	L	N	E	W	S	O	N
H	A	Z	N	I	C	P	J	S	A	N	O	T	F	U
P	G	C	A	S	R	S	H	N	P	E	R	A	T	O
A	E	Y	E	M	U	I	O	V	I	M	K	U	B	U
R	F	H	L	R	H	D	R	T	K	P	U	R	C	S
T	N	T	C	O	E	C	D	G	A	R	B	A	G	E
T	K	L	G	F	L	L	E	T	Z	H	L	N	I	B
I	O	A	T	I	P	J	R	S	O	U	P	T	A	I
M	S	E	S	N	E	O	L	E	G	A	R	O	T	S
E	R	H	O	U	R	L	Y	R	A	T	E	S	D	P

WORKSHEET B - KEY



R	O	U	T	I	N	E	T	A	S	K	S	I	C	R
A	R	K	P	U	H	L	R	S	T	I	H	F	M	S
H	S	A	R	T	O	B	O	E	A	T	I	L	O	T
J	T	J	W	E	T	A	S	Q	M	C	F	R	W	R
B	O	T	T	L	E	S	D	X	I	H	T	E	I	E
O	R	B	O	M	L	O	G	L	N	E	W	S	O	N
H	A	Z	N	I	C	P	J	S	A	N	O	T	F	U
P	J	O	A	S	R	S	H	N	P	E	R	A	T	O
A	E	Y	E	M	U	I	O	V	I	M	K	U	B	U
R	F	H	L	R	H	D	R	T	K	P	U	R	C	S
T	N	T	C	O	E	C	D	G	A	R	B	A	G	E
T	K	L	G	F	L	L	E	T	Z	H	L	N	I	B
I	O	A	T	I	P	J	R	S	O	U	P	T	A	I
M	S	E	S	N	E	O	L	E	G	A	R	O	T	S
E	R	H	O	U	R	L	Y	R	A	T	E	S	D	P

CAREER INFORMATION SHEET

JOB TITLE: Gardener

DOT CODE: 406.684-014

DUTIES:

The gardener maintains grounds of industrial, commercial, or public property performing a combination of the following tasks: Cuts lawns, using hand or power mower; trims and edges around walks, flower beds, and walls using clippers and edging tools; prunes shrubs and trees; sprays lawns, etc., with fertilizer or insecticide. S/He rakes and burns leaves and cleans or sweeps up litter; shovels snow from walks and driveways; plants grass, flowers, trees, and shrubs. His/Her duties may also include watering lawns and shrubs and repairing fences, gates, walls, and walks. A gardener may paint fences and outbuildings; clean out drainage ditches and culverts using shovel and rake; depending on size and nature of employing establishment, use tractor equipped with attachments, such as mowers, lime or fertilizer spreaders, and lawn rollers. The gardener may perform a variety of laboring duties, common to the type of employing establishment, when yardwork is complete.

WHERE EMPLOYED:

Gardeners or groundskeepers may be employed by any industry or business that maintains a large area of lawns and/or gardens. Examples are factories, colleges, apartment or housing developments, governmental or other business office complexes, resorts, golf courses, and other recreational facilities.

EMPLOYMENT OUTLOOK:

At present there are more job opportunities than people to fill them---both permanent and summer jobs. The rapid growth of the recreation business has lead to a rapid increase in the need for personnel to manage and maintain facilities. Employment in this field is providing unparalleled opportunities.

EDUCATION AND TRAINING: Specific educational preparation is not required for an entry level position in the field of gardening and groundskeeping, but if one expects to move up the ladder, training may be required. For a technical or supervisory position, the high school student should prepare him/herself for a two-year technical college by taking mathematics, earth science, and biology; chemistry, ecology, and English are also strongly recommended. Once in college, students should follow an academic program incorporating botany, nursery management, landscape design, and machine shop. Courses in communication skills, report writing, economics, and psychology would be helpful. There are opportunities for students to work during the summer in parks as assistants, performing many chores under supervision. Technical colleges often have work programs which provide practical experience and training while acquiring academic credit.

SPECIAL QUALIFICATIONS: No certification or license is required in this profession. There may be exceptions if one is involved in a specialty such as insect control. There may also be local licensing of commercial facilities. Employment by a governmental agency is usually based on a competitive examination.

EARNINGS AND ADDITIONAL BENEFITS: Salaries for entry level positions in this field may range between $7,500 and $9,000. As there is a shortage of trained personnel in this field, salaries move rapidly for the technician to the $11,000 to $13,000 range and there is unlimited opportunity for above average technicians who will assume responsibility. Fringe benefits will vary with the employer; medical and hospitalization insurance plans are usually paid by the employer. A life insurance plan of some type is usually available. Vacation periods are usually from two-to-four weeks, but are during periods when demand for the particular facility is less.

WORKING CONDITIONS AND LIFESTYLES:

The work in this profession is mainly performed out-of-doors. This cannot be stressed enough. The gardener or groundskeeper must not merely like but love the outdoors, because s/he will have to work under all kinds of extreme weather conditions. Although there is usually a 40-hour work week, hours are often irregular if the job is located at a recreational or seasonal facility.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Custodial

REPRESENTATIVE JOB TITLES:

Gardener	406.684-014
Greenskeeper	406.137-010
Supervisor, Parks Workers	406.134-014
Gardener, Special Effects and Instructional Models	406.381-010
Groundskeeper, Parks and Grounds	406.687-010

OCCUPATIONAL TASK: Exploring gardener occupations

OCCUPATIONAL COMPETENCY: Creating a model village

RESOURCES and/or MATERIALS

1. Large wooden or cardboard flat (the bottom of a large appliance box for example)
2. Plastic to line box
3. Sand
4. Potting soil or top soil
5. Model houses (possibly made from milk cartons)
6. Model automobiles (toys)
7. Model people (toys)
8. Shrub clippings
9. Small flower clippings
10. Moss
11. Rocks
12. Grass seed
13. Water
14. Mirrors (for ponds)
15. Career Information Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Discuss the opportunities for gardeners today.
2. Determine your interest in gardening.

LEARNING ACTIVITIES

1. Discuss and sketch a basic village, what is to be included, and how it is to be arranged.
2. Create the model village as a group. (Assignments may be made to individuals for various activities such as lining the box with plastic; mixing the sand and soil and placing in box; arranging village for streets, houses, apartment buildings; making hills; water areas such as ponds and streams; plant grass seed on hills or in a strip around all four edges for a border.)
3. Discuss orally and list on chalkboard what duties a gardener may have in their village. (Refer to Career Information Sheet.)

EVALUATION PROCEDURES

Your evaluation will consist of:

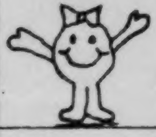
1. Participating in planning and creating model village.
2. Completing and submitting Student Attitude Sheet.

Name ______________________________

Occupational Cluster Hospitality - Gardener

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Class discussion of village					
Creating model village					
Listing duties of gardener					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Housecleaner	DOT CODE: 323.687-018
DUTIES:	Housecleaners keep the hotel premises in a clean and orderly condition by moving and arranging the furniture, turning mattresses, hanging draperies, dusting venetian blinds, polishing metalwork, and preparing sample rooms for sales meetings. They also arrange decorations, apparatus, or furniture for banquets and social functions. Housecleaners may have other duties to perform depending upon the hotel or motel where they are employed.
WHERE EMPLOYED:	Housecleaners are employed in hotels and motels and in resort areas. They may be designated according to specialization as curtain cleaner, floor housecleaner, linen-room worker, vacuum worker, etc. in larger hotels and motels.
EMPLOYMENT OUTLOOK:	The increasing number of hotels and motels is creating some new jobs. Seasonal or part-time work may be available at large resorts. The majority of full-time openings will likely arise from the need to replace workers who retire or leave the field for various reasons.
EDUCATION AND TRAINING:	There are no specific educational requirements for this type of work. However, the worker must be able to count linen and know how to read and write. This is an entry-level job and no prior experience or training is required. On-the-job training up to one week is usually sufficient for the worker to achieve average job performance.

SPECIAL QUALIFICATIONS:	Housecleaners must be physically able to engage in work activities such as sweeping, mopping, washing, waxing, scrubbing, cleaning, and using various handtools to perform minor maintenance functions. They should be willing to perform routine, repetitive activities such as continuous cleaning.
EARNINGS AND ADDITIONAL BENEFITS:	The earnings depend on size, location, and type of hotel or motel. Housecleaners may receive tips. Some employers provide one free meal to housecleaners while they are on duty.
WORKING CONDITIONS AND LIFESTYLES:	This occupation occasionally calls for lifting heavy items. Frequent lifting of one to 20 pounds of cleaning materials, furniture, drapes, linens, and other items is required. Occasional lifting of 20 to 100 pounds of such items as display cases, tables, furniture, room dividers, and miscellaneous items is necessary. Pushing and pulling of hand carts, floor polishers, vacuum cleaners, and other cleaning aids are essential. The work is performed inside.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Custodial

REPRESENTATIVE JOB TITLES:

Housecleaner	323.687 018
Supervisor, Housecleaner	323.137-010
Cleaner, Housekeeping	323.687-014

OCCUPATIONAL TASK: Exploring hotel occupations

OCCUPATIONAL COMPETENCY: Identifying the duties of a housecleaner

RESOURCES and/or MATERIALS

1. Activity Sheet A
2. Activity Sheet B
3. Career Information Sheet
4. Pencil/Pen

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the importance of housecleaners to the operation of lodging facilities.
2. Recognize duties performed by housecleaners on a daily basis.

LEARNING ACTIVITIES

1. Discuss Career Information Sheet.
2. Complete Activity Sheets A and B.
3. Participate in class discussion.

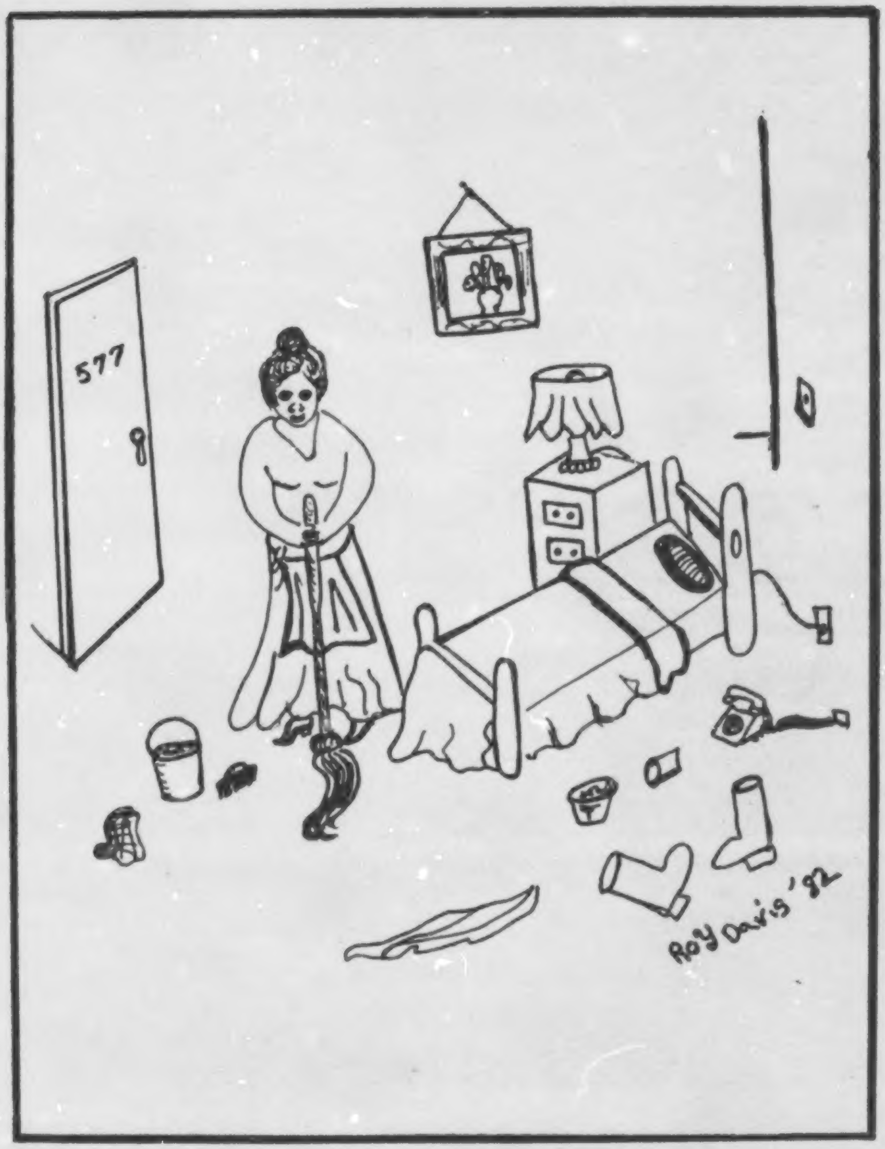
EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Activity Sheets A and B handing them in to the instructor.
2. Participating in the class discussion.

Activity Sheet A

Look at the picture below of a hotel housecleaner and list on a separate sheet of paper some of the duties for which she is responsible.



Activity Sheet B

1. Write one paragraph to summarize some of the duties which a housecleaner in a hotel or motel may be responsible for.

2. Give your reasons for wanting or not wanting to enter this field of work.

CAREER INFORMATION SHEET

JOB TITLE: Kitchen Clerk

DOT CODE: 222.587-022

DUTIES: A kitchen clerk verifies quantity and quality of foodstuffs issued to the kitchen from the storeroom. S/he weighs and measures foodstuffs to verify quantity received, oversees distribution of all foodstuffs, and prepares inventory of foodstuffs on hand in the kitchen.

WHERE EMPLOYED: Kitchen clerks are employed by hotels and/or restaurants. These businesses may range in size from small independent establishments to large chain corporations. Restaurants and lodging facilities are found in locales of urban, suburban, and rural.

EMPLOYMENT OUTLOOK: The employment outlook for a kitchen clerk is good. If s/he performs the job well and to the satisfaction of superiors, it is likely s/he will be considered if a vacancy occurs elsewhere in his/her department. Businesses like to fill vacancies from personnel within its system.

EDUCATION AND TRAINING: A high school education is advantageous in applying for this job, but not a necessity. However, an applicant must show evidence of basic reading, writing, and mathematical skills. On-the-job training is provided to teach the clerks the particular procedures involved.

SPECIAL QUALIFICATIONS: A kitchen clerk should possess mathematical skills so that s/he can be comfortable in weighing and measuring foodstuffs and in preparing inventories. S/he should also be in good physical condition as many states

	require health certificates of those in close contact with foodstuffs.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings of hotel and restaurant workers depend on the location, size, and type of establishment in which they work. Wages for kitchen clerks range from $3.35/hour to $4.90/hour. Most hotel employees receive five to ten paid holidays a year, vacations with pay, sick leave, life insurance, medical benefits, and pension plans.
WORKING CONDITIONS AND LIFESTYLES:	A kitchen clerk works an average of 40 hours a week. The job requires that employees be on their feet most of the day. They also have to be agile as items may be stored on shelves higher than his/her head. They may have to be able to adapt to changing temperature as their work may take them from a comfortable storeroom, to a cooler, and often to a freezer.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: hospitality

OCCUPATIONAL FAMILY: Custodial

REPRESENTATIVE JOB TITLES:

Kitchen Clerk	222.587-022
Storeroom Food-Checker	222.587-002
Inventory Clerk (clerical)	222.387-026
Food-Storeroom Clerk	222.387-058

OCCUPATIONAL TASK: Discovering characteristics and duties of a kitchen clerk

OCCUPATIONAL COMPETENCY: Completing a requisition sheet

RESOURCES and/or MATERIALS

1. Career Information Sheet (2 pages)
2. Information Sheet A
3. Worksheet A
4. Worksheet B

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Describe the characteristics a kitchen clerk should possess.
2. Recognize the duties of a kitchen clerk.
3. Determine if you have an interest in becoming a kitchen clerk.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet and Information Sheet A.
2. Complete Worksheet A.
3. Complete Worksheet B.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion on the occupation of kitchen clerk.
2. Completing and submitting Worksheets A and B to your instructor.

INFORMATION SHEET A

A KITCHEN CLERK should be able to:

1. Count, sort, and weigh articles being received to check for accuracy of receiving tickets.
2. Know how to verify inventory records against the actual count of items.
3. Use arithmetic to keep accurate records, take inventory, and verify quantities received.
4. Accurately use scales to verify weight of foodstuffs coming into the kitchen.
5. Avoid errors in bookkeeping.
6. Place and remove items on shelves higher than your head or in bins lower than your waist.
7. Acclamate oneself to various temperatures when going in and out of storerooms, coolers, and freezers.
8. Be on one's feet most of the workday.

WORKSHEET A

1. Describe characteristics that a kitchen clerk should possess.

2. Do you feel you would like being a kitchen clerk? Why?

3. Do you think that this job would require education above the high school level? What about on-the-job training?

4. What are the opportunities for advancement with this job?

5. Would this be a job that you could do being seated? Why?

WORKSHEET B

Kitchen clerks are an integral part of operating a smooth running kitchen and assuring that the chefs have the foodstuffs in the quality and quantity that they need.

Kitchen clerks would be required to complete requisition sheets on all foodstuffs received into the kitchen. A sample card might look like the following:

Daily Requisition Sheet

Date: ____________________ Department: ____________________

Item	Unit	Open (A) Inventory	(B) Rec'd	Total (C) (A + B)	(D) Used	Balance (C - D)
Gr. beef	lbs.	25				
Broccoli	bunches	20				
Sour cream	lbs.	2				
Fr. fries	lbs.	30				
Vanilla Ice cream	gals.	5				
Chocolate Ice cream	gals.	3				
Butter	lbs.	12				
Potatoes	lbs.	30				
Ham. buns	pkgs.	11				
Hot dog buns	pkgs.	8				
Hot dogs	lbs.	6				

WORKSHEET B (continued)

Enter the following information on the Requisition Sheet on the previous page and balance each line.

	Rec'd	Used
Gr. beef	12	28
Broccoli	10	8
Sour cream	5	6
Fr. fries	10	25
Van. Ice cream	12	13
Choc. Ice cream	15	15
Butter	5	8
Potatoes	5	25
Ham. buns	2	10
Hot dog buns	4	11
Hot dogs	2	6

WORKSHEET B - KEY

Daily Requisition Sheet

Date: ____________________ Department: ______________________

Item	Unit	Open (A) Inventory	(B) Rec'd	Total (C) (A + B)	(D) Used	Balance (C - D)
Gr. beef	lbs.	25	12	37	28	9
Broccoli	bunches	0	10	10	8	2
Sour cream	lbs.	2	5	7	6	1
Fr. fries	lbs.	30	10	40	25	15
Vanilla Ice cream	gals.	5	12	17	13	4
Chocolate Ice cream	gals.	3	15	18	15	3
Butter	lbs.	12	5	17	8	9
Potatoes	lbs.	30	5	35	25	10
Ham. buns	pkgs.	11	2	13	10	3
Hot dog buns	pkgs.	8	4	12	11	1
Hot dogs	lbs.	6	2	8	6	2

CAREER INFORMATION SHEET

JOB TITLE: Linen-Room Attendant DOT CODE: 222.387-030

DUTIES: A linen-room attendant inspects dirty towels and sheets for stains which must be specially treated for removal. Most hotels and motels are now doing their own laundry; therefore, the attendant may have the duty of operating the entire laundry procedure which involves washing, drying, and folding all the linen. S/he conducts inventories so that there will be an adequate amount of linens to maintain the establishment.

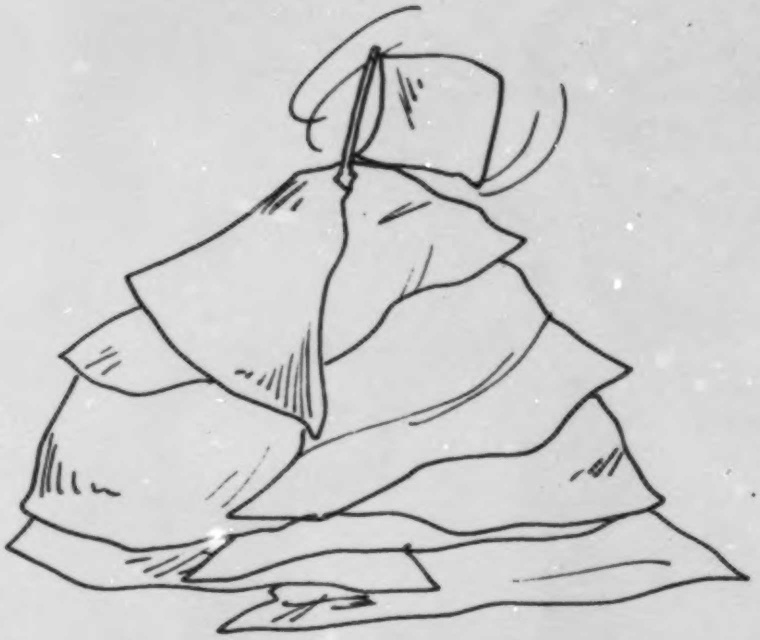
WHERE EMPLOYED: Linen-room attendants are employed in most all hotels, motels, hospitals, and clinics. Also, this job title may be found in the laundry and dry-cleaning industry.

EMPLOYMENT OUTLOOK: With the increasing mobility of our society and the expansion of our tourist trade, the motel/hotel business is expected to expand which naturally will require linen-room attendants. For persons with an ability for efficiency, the opportunities are good for this occupation.

EDUCATION AND TRAINING: This occupation requires no previous formal training; although, any knowledge of inventory and cleaning procedures would probably be of value. Most of the skills required by these employees can be learned on the job and in a short time.

SPECIAL QUALIFICATIONS: Linen-room attendants should be able to adjust to the repetitive nature of this job due to the fact it is often the same routine every day. These workers should have good physical stamina.

EARNINGS AND ADDITIONAL BENEFITS:	Wage levels are usually slightly above the Federal minimum wage. There are usually little or no extra fringe benefits. Salary and benefits do, however, depend largely on the size of the hotel or motel with which the person is employed.
WORKING CONDITIONS AND LIFESTYLES:	Linen-room attendants average working about 40 hours a week on the job. These workers should be prepared to stand for long periods of time due to the nature of this work.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Custodial

REPRESENTATIVE JOB TITLES:

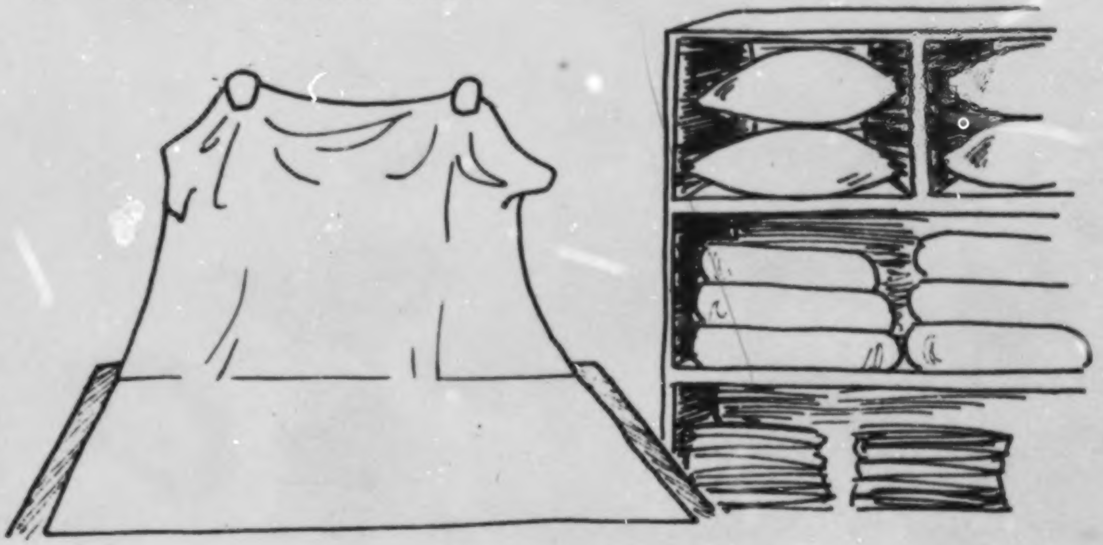
Linen-Room Attendant	222.387-030
Flatwork Finisher	363.686-010
Flatwork Tier	361.587-010

OCCUPATIONAL TASK: Exploring the career of linen-room attendant

OCCUPATIONAL COMPETENCY: Investigating specific tasks of a linen-room attendant

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A
3. One full-size sheet (flat)
4. One queen-size sheet (flat)
5. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand various duties of a linen-room attendant.
2. Recognize the importance of a linen-room attendant to the motel/hotel industry.
3. Determine your interest and attitude to this type of career.

LEARNING ACTIVITIES

1. Read Career Information Sheet pertaining to linen-room attendant.
2. Complete the worksheet on folding sheets.
3. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Discussing the Career Information Sheet.
2. Completing the worksheet on sheet folding.
3. Completing and submitting the Student Attitude Sheet.

Worksheet A

After completing this worksheet you should better understand how to tell the difference between a queen-size sheet and a full-size sheet when they are folded the exact same way and stacked on a shelf in a linen room.

Step 1 - Using a flat surface such as a classroom table to work on, fold the queen-size sheet first using the following method.

Step 2 - With right sides together, fold sheet in half, top to bottom.

Step 3 - Fold sheet in half, selvage to selvage.

Step 4 - Fold sheet in half, top to bottom.

Step 5 - Fold sheet in thirds from selvage to selvage.

Procedure finished.

Repeat same procedure using Steps 2 thru 4 using a full-size flat bed sheet.

With sheets folded, lay them side by side.

Notice the difference in length.

The queen size is several inches longer than full size.

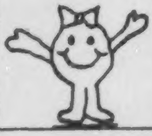
Thus, a linen-room attendant should be able to give housekeepers appropriate size sheets for various size beds in hotels/motels.

Name ______________________________

Occupational Cluster Hospitality - Linen-Room Attendant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Career Information Sheet					
Completing worksheet on folding sheets					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

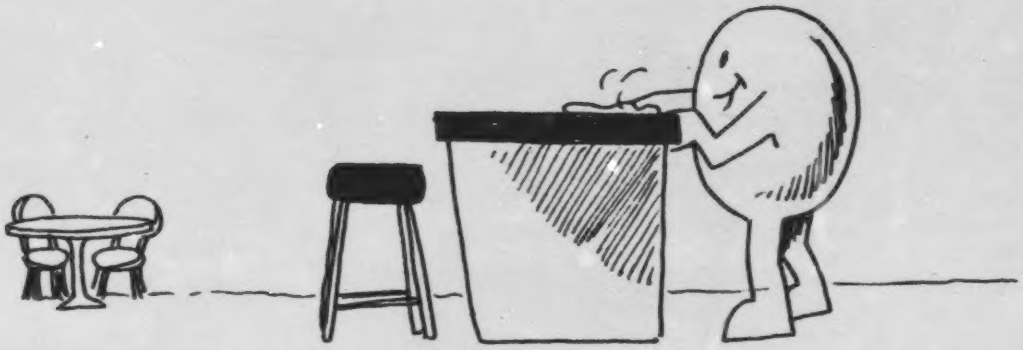
____

CAREER INFORMATION SHEET

JOB TITLE: Bartender DOT CODE: 312.474-010

DUTIES:	Bartenders mix alcoholic and non-alcoholic drinks and serve them to patrons. They also serve wine and bottled or draft beer. They collect money for drinks. They order liquors and supplies. They may also slice and pit fruit with which to garnish drinks.
WHERE EMPLOYED:	Bartenders may find employment in some restaurants, bars, hotels, private clubs, and lodges.
EMPLOYMENT OUTLOOK:	Employment is expected to increase faster than average for other occupations through the 1980's. The demand for bartenders will increase as new restaurants, hotels, and bars open in response to population growth and as spending on food and beverages outside the home increases.
EDUCATION AND TRAINING:	Most bartenders learn their trade on the job. Persons who wish to become bartenders can get good experience by working as bartender helpers. There are some schools which offer short courses (two week; 80-100 hours) in bartending. They grant a Degree in Mixology.
SPECIAL QUALIFICATIONS:	Since bartenders deal with the public, a pleasant personality is a must. One should have the qualities of a good public relations person. Physical stamina also is necessary; because, workers stand while working and must lift heavy kegs of beer or cases of beverages. A health certificate is a requirement.

EARNINGS AND ADDITIONAL BENEFITS:	Hourly earnings may range from $4.00 to $5.00. Besides wages, bartenders usually receive gratuities (tips) which increase their earnings considerably.
WORKING CONDITIONS AND LIFESTYLES:	Many bartenders work at least 40 hours a week. They also often work split shifts and most often work nights, which perhaps is the most profitable time of shift for this job. Many bartenders view their jobs as an opportunity for friendly conversations with the public.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Customer Services

REPRESENTATIVE JOB TITLES:

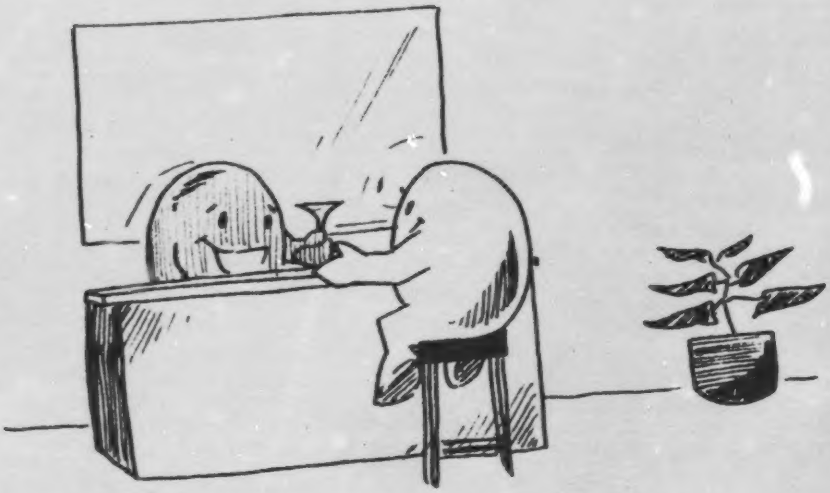
Bartender	312.474-010
Taproom Attendant	312.677-010
Bartender Helper	312.687-010

OCCUPATIONAL TASK: Learning bartending

OCCUPATIONAL COMPETENCY: Mixing a drink

RESOURCES and/or MATERIALS

1. Career Information Sheet.
2. Fact sheet on terms used in bartending.
3. Worksheet on mixing a drink.
4. Water, food coloring (yellow & red), and milk.



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Express your feelings toward bartending.
2. Understand the techniques of proper measurement.
3. Demonstrate the mixing of one drink.

LEARNING ACTIVITIES

1. Read and discuss fact sheet on terms used in bartending.
2. Complete Worksheet A.
3. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Discussing the fact sheet.
2. Completing Worksheet A.
3. Completing and submitting the Student Attitude Sheet to the teacher.

MEASUREMENTS

IN

MIXOLOGY

1 quart	32 ounces
1 fifth (4/5 puart)	25.6 ounces
1 pint (1/2 quart)	16 ounces
1 cup	8 ounces
1 split	6.6 ounces approx.
1 jigger	1 1/2 ounces
1 pony	1 ounce
1 tablespoon (3 teaspoons)	1 ounce
1 teaspoon	1/6 ounce
1 dash	3 drops
1 wine glass (as a measure)	4 ounces
Average bottle of wine	26 ounces
Standard bottle of champagne	27 ounces
Magnum (2 bottles)	52 ounces
Jeroboam (4 bottles)	104 ounces
Rehoboam (6 bottles)	156 ounces
Methuselah (8 bottles)	208 ounces
Demijohn	1 to 10-gallon jug

Worksheet A

MIXING A DRINK

Brandy Alexander

1 cup Brandy
1/2 oz. white or dark creme de cocoa
1 oz. fresh cream (half-n-half)

Shake well with ice cubes; strain into a chilled champagne glass. Dust with nutmeg. Serve without a sip stick (straw).

Bartending schools when instructing drink mixing use colored water. You will substitute the above ingredients as follows:

Brandy - 1 cup water with 3 drops yellow and 1 drop red coloring.

Cream de cocoa - 1/2 ounce water or 1 1/2 teaspoons

Fresh cream - use whole or 2% milk or evaporated milk - 1 tablespoon.

Name ____________________

Occupational Cluster Hospitality - Bartender

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading and discussing fact sheet on terms used in bartending					
Completing worksheet on mixing a drink					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Car Hop	DOT CODE: 311.477-010
DUTIES:	A car hop serves food and refreshments to patrons in cars. S/he takes orders and relays them to the kitchen or serving counter to be filled. The car hop places filled order on tray and fastens tray to car door. S/he totals and presents check to customer and accepts payment for service. The car hop then removes tray and stacks dishes for return to kitchen. The car hop may prepare fountain drinks, such as sodas, milkshakes, and/or malted milks.
WHERE EMPLOYED:	Because of our fast food establishments and drive-in windows, our food counter workers have taken the place of our car hops. Cars that receive service by using the drive-in windows do not need an employee to come to their car for they can receive full service from the window. Car hops are employed in establishments that specialize in fast service and inexpensive food, such as hamburgers, fried chicken, drugstore soda fountains, and public cafeterias.
EMPLOYMENT OUTLOOK:	Job openings are expected to be plentiful in the years ahead. Because many workers are students who work part time and leave the occupation after graduation, the turnover is high. Expansion of the fast food segment of the restaurant industry will create many job openings. Thus, jobs should be relatively easy to find.
EDUCATION AND TRAINING:	This job requires totaling bills and making change; thus, the employers prefer to hire persons who are good

	in arithmetic and have attended high school. Many workers learn their skills on the job by observing and working with experienced workers. Employers use self-study instruction booklets and audiovisual aids to train new employees.
SPECIAL QUALIFICATIONS:	Because workers deal with the public, a pleasant personality and neat appearance are important. Good health and physical stamina are also needed to stand most of the time and work at a fast pace during busy periods. State law requires that health certificates be obtained to show that the worker is free from contagious disease.
EARNINGS AND ADDITIONAL BENEFITS:	Hourly rates range from approximately three to four dollars hourly depending upon the eating establishment. Workers usually receive free meals at work, and may be furnished with uniforms.
WORKING CONDITIONS AND LIFESTYLES:	Most workers are on duty less than thirty hours a week. Some work only a few hours a day. Some work flexible schedules enabling students to fit working hours around classes. Weekend and holiday work often are required. Car hops must work quickly and effectively under pressure. They must also be able to stand for long periods of time and work in restricted areas.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Customer Service

REPRESENTATIVE JOB TITLES:

Car Hop	311.477-010
Counter Attendant	311.477-014
Waiter/Waitress, Bar	311.477-018

OCCUPATIONAL TASK: Exploring responsibilities of fast food service workers

OCCUPATIONAL COMPETENCY: Figuring the cost of simple menus and making change

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A
3. Worksheet A - Key

MAY I TAKE YOUR ORDER, PLEASE?

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become familiar with the duties and responsibilities of food service workers.
2. Understand how to take menus, figure costs, and make change.
3. Recognize the advantages and disadvantages of food service workers.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Discuss the duties and responsibilities of the food service occupation.
3. Complete Worksheet A.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading the Career Information Sheet.
2. Discussing the information on the Career Information Sheet.
3. Completing Worksheet A.

WORKSHEET A

Super Shop Menu

HAMBURGER	.59
CHEESEBURGER	.79
DOUBLE CHEESEBURGER	1.29
Lettuce	.05
Extra cheese	.10
Tomato	.10
FRENCH FRIES	
Small	.49
Large	.69

SALAD BAR	1.99
SOFT DRINKS	
Small	.30
Medium	.40
Large	.50
Milkshakes	.80

Menu #1

Cheeseburger
Tomato
Lettuce
Large french fries
Milkshake

Menu #2

Double Cheeseburger
Small french fries
Salad Bar
Large Coke

Menu #3

Salad Bar
Small coke

Menu #4

Cheeseburger
Lettuce
Cheese
Tomato
Small french fries
Medium coke

ASSIGNMENT:

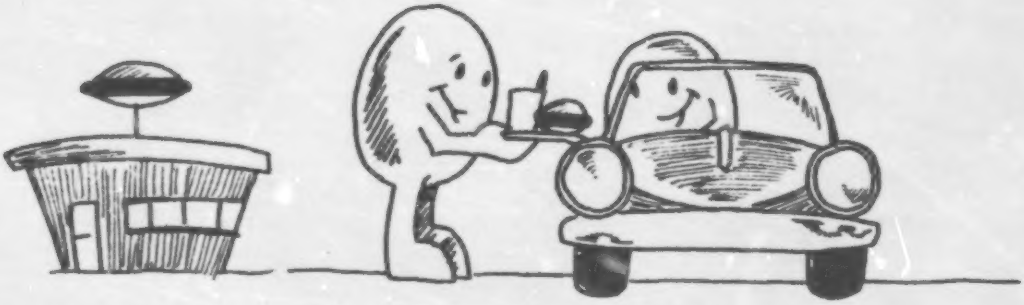
Class is to each take a menu, figure up the cost of each menu, and make change from a $5.00 bill. To make this "hands on" experience a little more challenging, we might want to put a time limit on the activity.

After the students have completed this assignment, a follow-up activity might be to ask the students to recall Menu #1, 2, 3, and 4 without looking at the paper. This will test their ability to remember.

You may want to use play money to figure the change, or the student could write down the coins and bills that they will pay back to the customer.

WORKSHEET A - KEY

Menu #1	Cost $2.43	Return Change	$2.57
Menu #2	Cost $4.27	Return Change	$ .73
Menu #3	Cost $2.29	Return Change	$2.71
Menu #4	Cost $1.93	Return Change	$3.07



CAREER INFORMATION SHEET

JOB TITLE: Checkroom Attendant **DOT CODE:** 358.677-010

DUTIES: Checkroom attendants store wearing apparel, luggage, bundles, and/or other articles for patrons of an establishment or employees of business establishments. They issue claim checks for articles and return articles upon receipt of check.

WHERE EMPLOYED: They are employed in various hotels, motels, and places of entertainment that are large enough to have a checkroom attendant position available within their establishment.

EMPLOYMENT OUTLOOK: Employment outlook seems to be fairly good. One place to go is where they are building new hotels and try to get in when they first open. Usually larger cities will have checkroom attendant positions available. Clerks and bellhops often fill these positions.

EDUCATION AND TRAINING: Employers prefer applicants who have completed high school and in addition have completed vocational training in hotel housekeeping. New workers may be given up to 30 days on-the-job training.

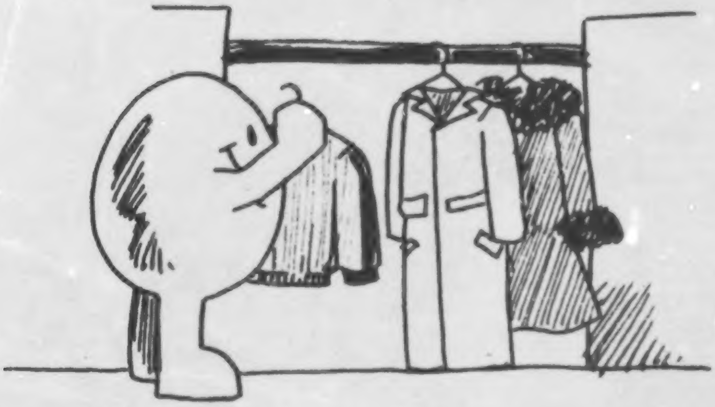
SPECIAL QUALIFICATIONS: Aspirants should have sufficient ability in arithmetic to compile lists and adequate clerical ability to read and record figures. They should have enough manual dexterity to grasp and manipulate items to store them on shelves.

EARNINGS AND ADDITIONAL BENEFITS:

Limited information is available on these employees. Expected salary is approximately $150.00 weekly. They can earn extra wages by working longer hours, sometimes they get a free meal a day, and the majority of these employees receive some type of hospitalization insurance. Most establishments give workers one week of vacation with pay.

WORKING CONDITIONS AND LIFESTYLES:

The physical demands of this occupation require medium strength. The worker stands, walks, and sits during the course of their job. They frequently have to lift bundles that may weigh up to 20 lbs. Reaching, handling, and fingering activities are important. Talking and hearing are required, but not critical, because they engage only in short conversations. The work is inside.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Customer Services

REPRESENTATIVE JOB TITLES:	Checkroom Attendant	358.677-010
	Checkroom Chief	358.137-010
	Restroom Attendant	358.677-018

OCCUPATIONAL TASK: Exhibiting knowledge and duties of a checkroom attendant

OCCUPATIONAL COMPETENCY: Becoming familiar with terms used with checkroom attendants' tasks

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Checkroom Attendant Puzzle
3. Pencil/pen

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize terms associated with the job of a checkroom attendant.
2. Understand the importance of checkroom attendant's job.
3. Discuss a day in the life of a checkroom attendant.

LEARNING ACTIVITIES

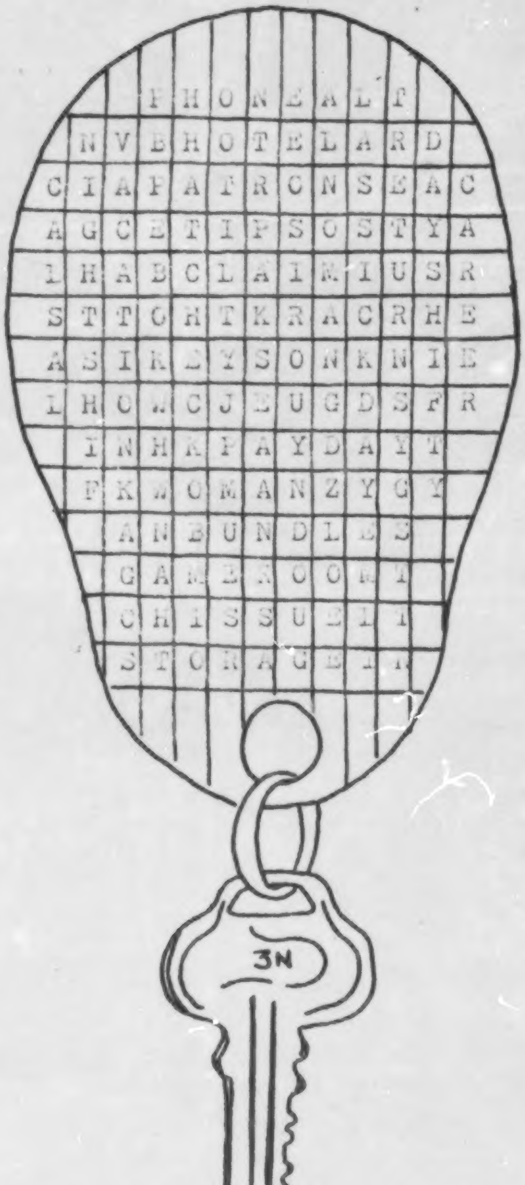
1. Read and discuss the Career Information Sheet.
2. Complete and hand in to the instructor the Checkroom Attendant Puzzle.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing and handing in the Checkroom Attendant Puzzle.

CHECKROOM ATTENDANT PUZZLE



		P	H	O	N	E	A	L	T			
	N	V	B	H	O	T	E	L	A	R	D	
C	I	A	P	A	T	R	O	N	S	E	A	C
A	G	C	E	T	I	P	S	O	S	T	Y	A
I	H	A	B	C	L	A	I	M	I	U	S	R
S	T	T	O	H	T	K	R	A	C	R	H	E
A	S	I	K	E	Y	S	O	N	K	N	I	E
L	H	O	W	C	J	E	U	G	D	S	F	R
	I	N	H	K	P	A	Y	D	A	Y	T	
	F	K	W	O	M	A	N	Z	Y	G	Y	
		A	N	B	U	N	D	L	E	S		
		G	A	M	E	R	O	O	M	T		
		C	H	I	S	S	U	E	I	T		
		S	T	O	R	A	G	E	I	R		

DIRECTIONS: Circle the hidden words listed below:

keys
man
woman
payday
claim
bundles
hotel
tips
phone
hatcheck
dayshift

storage
nightshift
career
sickday
gameroom
patrons
returns
hour
sir
issue
vacation

CAREER INFORMATION SHEET

JOB TITLE: Doorkeeper

DOT CODE: 324.677-014

DUTIES: A doorkeeper serves residents, guests, or patrons of hotel, store, apartment building, hospital, or similar establishments, by opening doors, hailing taxicabs, answering inquiries, assisting the elderly or infirm persons with automobiles and/or performing related services. A doorkeeper prevents entrance of unauthorized or undesirable persons. The doorkeeper may forcibly eject inebriated or rowdy persons from premises. They may notify guests by telephone of delivery of automobiles, packages, or arrival of visitors. Doorkeepers may also carry baggage.

WHERE EMPLOYED: Doorkeepers are employed at hotels, stores, apartment buildings, hospitals, or similar establishments.

EMPLOYMENT OUTLOOK: Employment of doorkeepers is expected to decline during the coming years. Most openings will result from the need to replace workers who die, retire, or leave the occupation. Although many motels now offer services similar to those of a hotel and employ doorkeepers, the growing popularity of economy motels is expected to limit employment growth in basic services only. New workers will have better opportunities in motels and small hotels because the large luxury hotels prefer to hire experienced workers. Opportunities also will be available in resort areas where they are open part of the year.

EDUCATION AND TRAINING: A high school education is not essential for work as a doorkeeper, but it does increase the chances for promotion to a job as desk clerk or reservation clerk.

SPECIAL QUALIFICATIONS: Because doorkeepers have frequent contact with guests, they must be neat, tactful, and courteous. A knowledge of the local area is an asset because guests often ask about local tourist attractions, restaurants, and transportation services. Doorkeepers also must be able to stand for long periods, carry heavy baggage, and work independently.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of doorkeepers depend on the location, size, and type of hotel in which they work. Large luxury hotels and those located in metropolitan and resort areas generally pay their employees more than less expensive hotels and those located in less populated areas. Also, some doorkeepers receive tips which add to their income. In some hotels, doorkeepers receive free meals or meals at reduced prices. Most employees receive fringe benefits which may include holidays and vacations with pay, sick leave, life insurance, medical benefits, and/or some type of pension plan.

WORKING CONDITIONS AND LIFESTYLES: Since hotels are open year round, doorkeepers frequently must work on shifts. While fewer employees work at night, those who do usually receive additional compensation. Doorkeepers do most of their work in a fast paced, hectic setting, usually in larger hotels or resorts.

SERVICE OCCUPATIONS

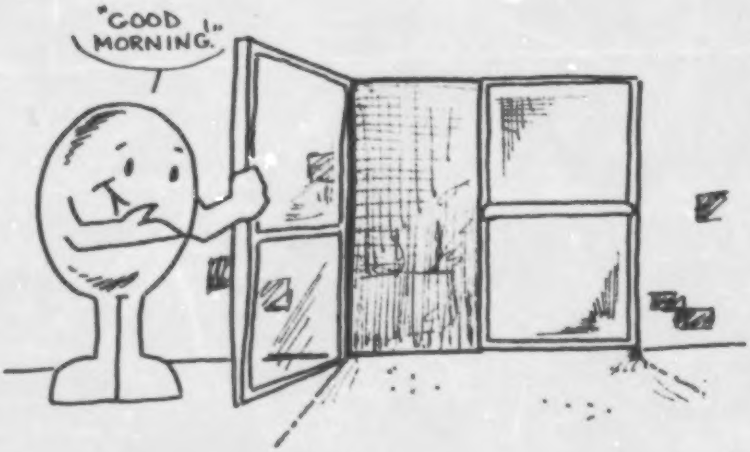
OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Customer Service

REPRESENTATIVE JOB TITLES:	Doorkeeper	324.677-014
	Bellhop	324.677-010
	Bell Captain	324.137-014

OCCUPATIONAL TASK: Exploring responsibilities of a doorkeeper

OCCUPATIONAL COMPETENCY: Recognizing essential personal traits dealing with guest relations


"GOOD MORNING!"

RESOURCES and/or MATERIALS

1. Doorkeeper Career Information Sheet
2. Worksheet A
3. Student Attitude Sheet

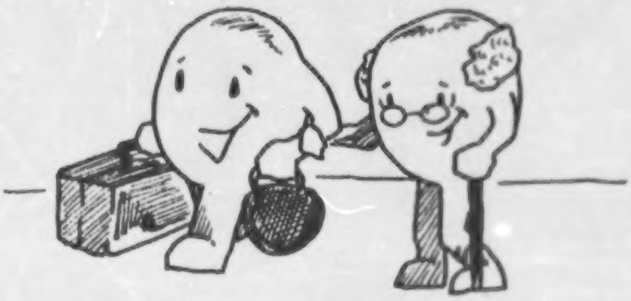
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize the duties of a doorkeeper.
2. Understand the importance of guest relations.
3. Determine personal strengths and weaknesses in working in this position.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Discuss the importance of a doorkeeper to an establishment.
3. Discuss Worksheet A as to the essentials of guest relations and the terms related to this position.
4. Role play the situations from Worksheet A showing favorable and unfavorable treatment of guest.
5. Complete Student Attitude Sheet.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Discussing Doorkeeper Information Sheet.
2. Listening to essentials of guest relations.
3. Understanding terms of favorable and unfavorable treatment of guests.
4. Acting out these types of behavior in Worksheet A.
5. Completing Student Attitude Sheet.

WORKSHEET A

Guests must be treated properly by employees in the hospitality occupation. The guests trust you with their health, comfort, and property. Hospitality employees need to maintain a special relationship with their guests. They must be treated as individuals and allow them to have their privacy at the same time.

The following examples are ways in which guests should and should not be treated. Discuss each of the following hospitality treatments. Divide the class into five groups and role play the favorable and unfavorable treatment of a doorkeeper by keeping in mind their duties as you role play a situation.

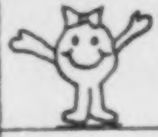
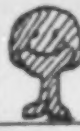
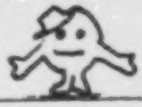
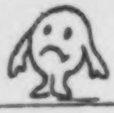
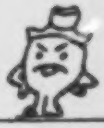
FAVORABLE	UNFAVORABLE
1. FRIENDLINESS - pleasant, chat about movies, sports, books, and weather.	1. FAMILIARITY - becoming too familiar, calling by name, offering controversial opinions, and dropping the polite formality.
2. SERVICE - helping out.	2. SERVILITY - being a pain by overdoing the service.
3. COURTESY - human involvement as in saying "good morning" or tipping of the hat.	3. COURTLINESS - not being sincere in your actions. Doing your work in a routine way and not with emotions.
4. HELPFULNESS - treat everyone equal, have genuine concern for the working operation as a whole. Doing your part to make things work.	4. HUSTLING - work only for the purpose of tips. The job becomes a way for benefiting themselves.
5. PERSONAL ATTENTION - letting guests know that you personally care for them as a person.	5. PRYING - digging into private life that can cause an embarrassment to the guest.

Name ______________________________

Occupational Cluster Hospitality - Doorkeeper

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Discussing Career Information Sheet					
Understanding the favorable/unfavorable treatment of guests					
Role playing behavior					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Elevator Operator DOT CODE: 388.663-010

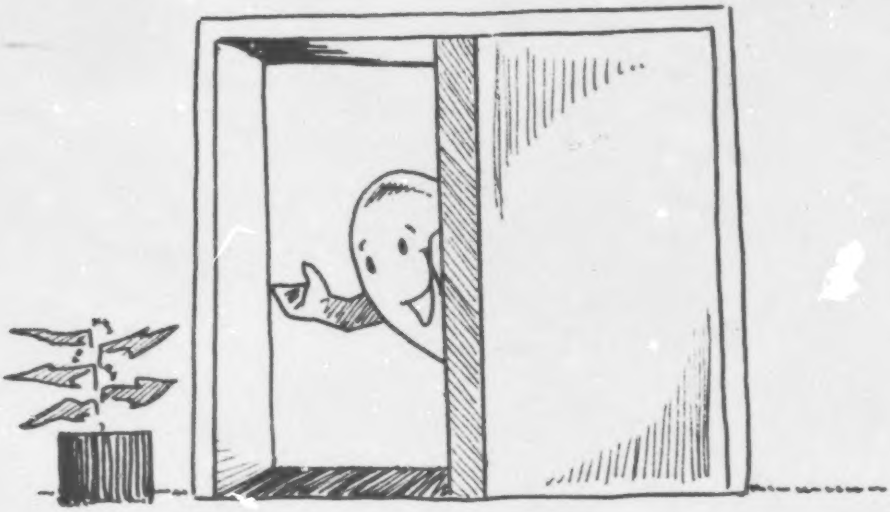
DUTIES:	An elevator operator pushes buttons or moves levers to control movement of elevator on signal or instructions from passengers. S/he may perform other duties such as distributing mail to various floors, answering telephone, preventing unauthorized persons from entering building, and assisting other employees to load and unload freight. The operator may sweep or vacuum elevator.
WHERE EMPLOYED:	Elevator operators may be employed at office buildings, apartment houses, department stores, and hotels or similar establishments.
EMPLOYMENT OUTLOOK:	Employment in this industry is expected to expand faster than the average of all industries through the coming years. Most of the anticipated employment growth will stem from the need to staff new hotels.
EDUCATION AND TRAINING:	The job of elevator operator requires little education, training, or experience. Young people often take these jobs as a means of earning money during vacations while in college or as part-time work.
SPECIAL QUALIFICATIONS:	An elevator operator needs the ability to meet people easily, to converse intelligently, and to make small talk. The operator should be able to handle various situations and soothe excited or unreasonable passengers.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of elevator operators depend on the location, size, and type of building in which they work. The earnings of elevator operators range from minimum wage to $5.50 an hour. About three-fourths of all operator workers are covered by the Federal and State minimum wage laws. Fringe benefits vary with the employer.

WORKING CONDITIONS AND LIFESTYLES:

Elevator operators may work long hours and six or seven days a week depending on the type of establishment for which they work. Shift work may be required.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Customer Services

REPRESENTATIVE JOB TITLES:

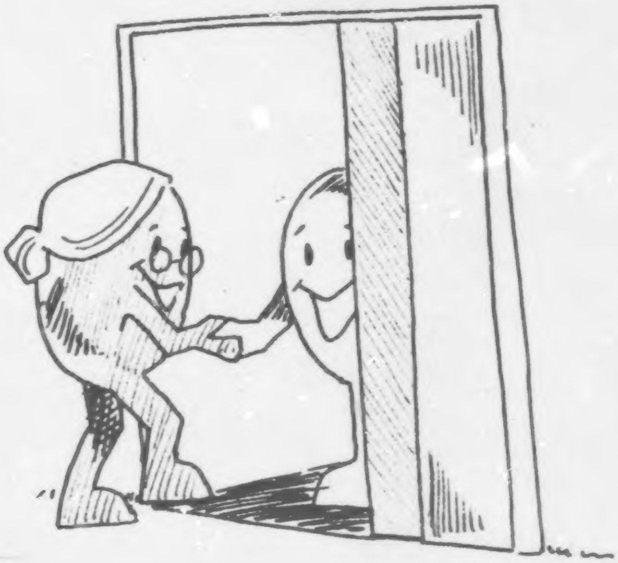
Elevator Operator	388.663-010
Baggage Porter	324.477-010
Janitor	382.664-010

OCCUPATIONAL TASK: Exploring the personal characteristics of an effective elevator operator

OCCUPATIONAL COMPETENCY: Recognizing individual traits that are essential in the elevator operator occupation

RESOURCES and/or MATERIALS

1. Personal Inventory Chart
2. Role-Playing Situations



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the duties of an elevator operator.
2. Recognize personal traits that contribute to an effective operator.

LEARNING ACTIVITIES

1. Discuss the occupation of elevator operator and the duties they perform.
2. Divide the class into four groups and role play the situations on being an effective or ineffective elevator operator.
3. Discuss the meanings of words on the Personal Inventory Chart.
4. Complete Personal Inventory Chart.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Personal Inventory Chart and turning it in to your instructor.
2. Participating in the role-play activity.
3. Participating in class discussion.

Role-Playing Situations

Divide the class into four groups and each group will role play one of the following situations. Following the exercise, the class will disucss the positive or negative traits displayed by the elevator operator.

1. A mother and two children, Joey, age seven, and Sue, age 11, are shopping at the huge Smith Department Store. The family gets on the elevator and asks the operator for the 5th floor to look at furniture. They stay on the elevator during three stops with people getting on and off. The operator says very little to them. The operator is not friendly to the passengers.

2. Same situation as above but operator makes small talk during the ride up to the 5th floor. The operator makes the children feel very comfortable.

3. Susie Jones is an elevator operator for a large business firm. She was to report to work at 8:00 A.M. but didn't clock in until 8:30 A.M. One of the jobs assigned to her during the morning was to deliver the mail. She mixed up the mail and made several deliveries to the wrong departments. When corrected by her supervisor, she did not take the criticism well. When communicating with the people that ride the elevator from floor to floor she uses poor English.

4. Same situation as above but the operator displays a positive attitude and appears to be an excellent elevator operator.

Personal Inventory Chart

Listed below are characteristics which may be useful to an elevator operator. Evaluate yourself by indicating whether or not you feel you possess each characteristic.

		YES	NO
1.	Likes to work with others	___	___
2.	Likes people	___	___
3.	Courteous	___	___
4.	Friendly	___	___
5.	Neat and clean	___	___
6.	Reliable	___	___
7.	Tactful	___	___
8.	Uses good English	___	___
9.	Has good eyesight	___	___
10.	Hears well	___	___
11.	Speaks clearly	___	___
12.	Has good coordination	___	___

CAREER INFORMATION SHEET

JOB TITLE: Parking-Lot Attendant DOT CODE: 915.473-010

DUTIES:	The parking-lot attendant parks automobiles for customers in parking lot or storage garage, places numbered tag on windshield of automobile to be parked, and hands customer similar tag to be used later in locating parked automobile. S/He records the time and drives the automobile to a parking space, or points out the parking space for the customer's use. S/He patrols the area to prevent thefts from parked automobiles. When the customer returns for the automobile, s/he collects the parking fee from the customer based on a rate per hour. This involves noting the returning time, comparing it with the time the customer arrived, and computing the exact number of hours and minutes the customer used the facility. S/He takes the numbered tag from the customer, locates the automobile, surrenders it to the customer, or directs the customer to the parked automobile. The attendant may service the automobiles with gasoline, oil, and/or water.
WHERE EMPLOYED:	Attendants are employed at parking lots which require constant moving of cars in, out, and around the lot in order to make the best use of the space available.
EMPLOYMENT OUTLOOK:	With the increasing number of self-serve parking garages in this country, the number of parking-lot attendant jobs have been decreasing over the past decade. This trend is expected to continue through the 1980's.

EDUCATION AND TRAINING:	The most necessary training for a person to be employed at a parking lot is driver training. The manner in which the cars are to be parked at an individual lot is usually taught by on-the-job training.
SPECIAL QUALIFICATIONS:	Parking-lot attendants must hold a valid driver's license. At the present time, no specified level of education is required. However, a person working as a parking-lot attendant should be even-tempered, mature, and have the ability to work well with the public. S/He should be able to handle responsibility.
EARNINGS AND ADDITIONAL BENEFITS:	The beginning parking-lot attendant can expect to make at least a basic hourly wage of minimum wage. There can be little expectation of much of an increase unless the employee works his/her way up to a manager's position. There is seldom any fringe benefit package connected to a job as a parking-lot attendant.
WORKING CONDITIONS AND LIFESTYLES:	In order to be happy with a job as a parking-lot attendant, a person should like to work outdoors. The entire job takes place outdoors in all types of weather. The hours are usually eight a day, and there will usually be shift work involved.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

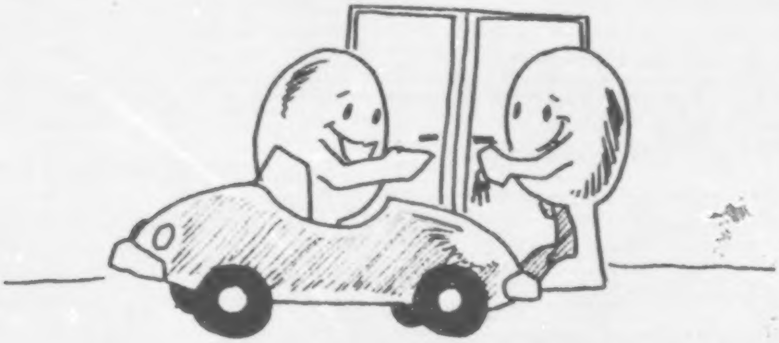
OCCUPATIONAL FAMILY: Customer Services

REPRESENTATIVE JOB TITLES:

Parking-Lot Attendant	915.473-010
Supervisor, Parking Lot	915.133-010
Automobile-Self-Serve Service-Station Attendant	915.477-010

OCCUPATIONAL TASK: Exploring the duties of a parking-lot attendant

OCCUPATIONAL COMPETENCY: Numbering in order the duties of a parking-lot attendant



RESOURCES and/or MATERIALS

1. Parking-Lot Attendant Career Information Sheet
2. Worksheet I
3. Student Attitude Sheet

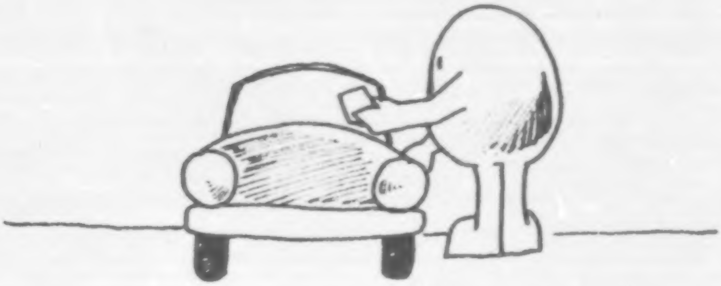
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Discuss orally the duties expected of a parking-lot attendant.
2. List in order of time sequence the duties of a parking-lot attendant.
3. Appreciate more the services provided by a person working in this capacity.

LEARNING ACTIVITIES

1. Read and discuss Career Information Sheet.
2. Complete Parking-Lot Attendant: Worksheet I Sheet.
3. Complete Student Attitude Sheet.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing and submitting Parking-Lot Attendant - Worksheet I to the teacher.

WORKSHEET I

Parking-Lot Attendant

DIRECTIONS: Number from 1 to 8 the activities that a parking-lot attendant must perform from the time a customer drives a car into the lot until the customer drives away.

The parking-lot attendant:

____ drives the automobile to the proper parking space or directs customer to proper space.

____ locates customer's automobile and retrieves it if that is the policy of the lot.

____ records the time of arrival on the tag handed to the customer and on the tag placed on the car windshield.

____ computes the parking fee based on the hourly rate.

____ patrols the area to prevent thefts from automobiles.

____ deposits fee collected in assigned manner.

____ when a customer returns for a car, the attendant records the time and figures the amount of time the customer was gone.

____ collects fee and makes change if necessary.

PARKING-LOT ATTENDANT: KEY

3

1

5

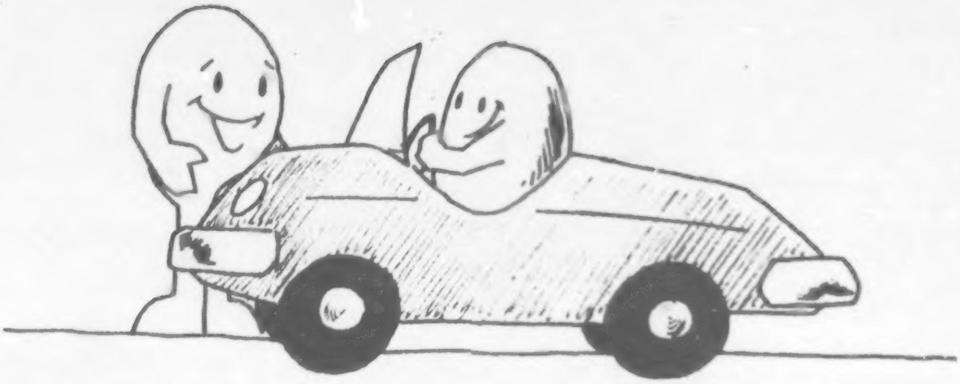
7

4

8

2

6

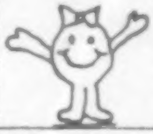


Name ______________________________

Occupational Cluster Hospitality - Parking-Lot Attendant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading and discussing Career Information Sheet					
Sequencing parking-lot attendant's duties with respect to a customer					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Baker DOT CODE: 313.131-010

DUTIES:

In small bakeries, bakers usually perform all the steps needed to turn out finished baked products. In larger bakeries, bakers are employed as working supervisors to direct and coordinate activities in order to meet production schedules.

WHERE EMPLOYED:

About 230,000 persons work in the nation's 3,000 industrial bakeries, making the baking industry one of the nation's largest food-processing employers. More than four out of five industrial bakers work in bakeries that produce perishable goods such as bread, rolls, pies, cakes, and doughnuts. The remainder work in bakeries that make "dry" goods such as cookies, crackers, and pretzels. Although there are many small bakeries, the larger plants account for most of the employment. About three-fourths of the industry's employees are in plants with more than 100 workers.

EMPLOYMENT OUTLOOK:

Employment in the baking industry is expected to decline through the 1980's. However, several thousand job openings are anticipated each year because of the need to replace workers who retire or leave the field for other reasons. A major influence on future demand for bakery products will be the growing recognition of the important nutritional contribution. Population growth will also increase the demand for bakery products. Larger bakeries will likely utilize more labor-saving devices and thus meet the demand with fewer employees.

EDUCATION AND TRAINING:	Training requirements for occupations in the baking industry range from a few days on the job to several years of experience or advanced education. Many bakers enter the field as baker's helpers and learn more advanced baking skills while working alongside experienced bakers. High school and/or vocational courses dealing with food preparation may be very useful.
SPECIAL QUALIFICATIONS:	Production employees should possess good health. Most states require a health certificate indicating that the worker is free from contagious diseases. A baker should also have the physical stamina necessary to lift and carry containers and to stand for many hours.
EARNINGS AND ADDITIONAL BENEFITS:	Weekly earnings of some bakers who are supervisors can range from about $175 to $300 or more a week. Baking specialists can earn $6.00 or more an hour. Bakers who own retail shops have incomes that vary with the size, kind, and location of the shop. Most large bakery firms give workers vacations with pay. Most employers offer their employees some type of plans with respect to insurance and/or pensions.
WORKING CONDITIONS AND LIFESTYLES:	Bakers generally are quite active in their work. They do considerable walking, lifting, stooping, carrying, and pushing. Their job requires standing on their feet for the most of a day. Strict enforcement of health regulations insures clean, nutritious food for consumers as well as healthful working conditions for workers. The work has some risks for burns from the pans and ovens. Most bakers work a five-day, forty-hour week. Bakers who own their own shops may work up to sixty or more hours a week. Large bakeries may

operate two or three shifts, six days a week; most operate on Sundays in order to have fresh bread on Mondays. Bakers often work unusual hours. Some work nights; others report for work very early in the morning. Many work holidays and receive overtime pay rates.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Baker, Head	313.131-010
Caterer	187.167-106
Cook	313.131-018
Baker, Hotel and Restaurant	313.381-010
Baker, Pizza	313.381-014
Baker Helper	313.684-010

OCCUPATIONAL TASK: Exploring the activities of a baker

OCCUPATIONAL COMPETENCY: Preparing peanut butter cookies

RESOURCES and/or MATERIALS

1. Recipe for peanut butter cookies
2. Bowls, spoons, spatulas
3. Measuring equipment
4. Cookie sheets
5. Ingredients for the cookies
6. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand measuring skills needed for baking.
2. Realize the need for following directions.
3. Make peanut butter cookies.
4. Demonstrate ability to get along with fellow workers.

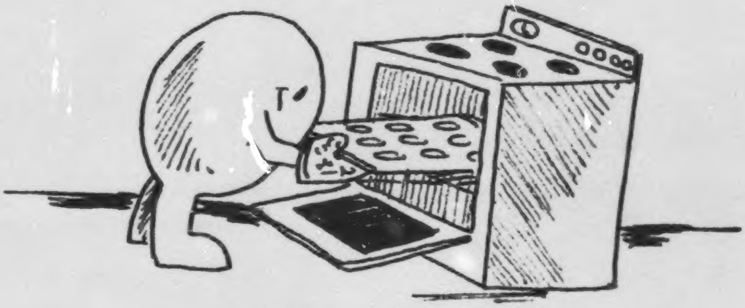
LEARNING ACTIVITIES

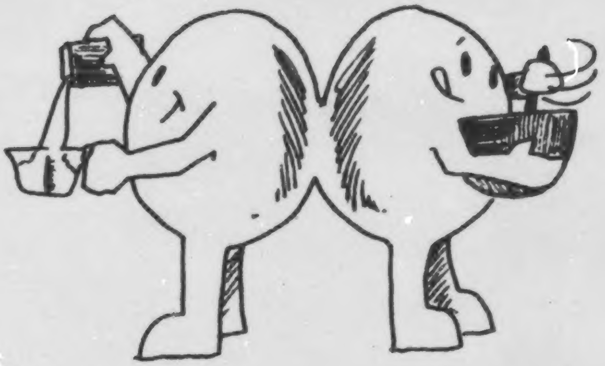
1. Read the Peanut Butter Cookie Recipe and discuss the directions with the teacher.
2. Divide into assigned groups and gather all the necessary equipment and supplies for preparing the cookies.
3. Make peanut butter cookies by following the recipe. (If there is not enough time to bake the cookies, they may be held overnight in the refrigerator.)
4. Wash equipment and clean all facilities used in the cookie preparation.
5. Store all dishes and supplies properly after using and cleaning.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the preparation of cookies.
2. Tasting cookie quality.
3. Completing Student Attitude Sheet.





PEANUT BUTTER COOKIES

1/4 cup	Crisco
1/4 cup	Butter (softened)
1/2 cup	Peanut Butter
1/2 cup	Granulated Sugar
1/2 cup	Brown Sugar (packed)
1 1/4 cups	Flour (sifted)
3/4 teaspoon	Soda
1	Egg
1/2 teaspoon	Baking Powder
1/4 teaspoon	Salt

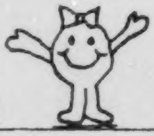
Preheat oven to 375°F.
Mix thoroughly shortening, peanut butter, sugars, and eggs.
Blend in flour, soda, baking powder, and salt.
Shape dough into 1-inch balls, place on ungreased cookie sheet.
Dip fork in flour and flatten balls, making a crisscross affect.
Bake 10 to 12 minutes.
Yield: 3 dozen.

Name ____________________

Occupational Cluster Hospitality - Baker, Head

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Measuring ingredients and mixing cookies					
Washing equipment and cleaning supplies					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Cake Decorator DOT CODE: 524.381-010

DUTIES: A cake decorator's main duties include baking, shaping, icing, and decorating cakes. Some decorators are skilled to decorate special products such as wedding cakes, birthday cakes, and fancy pastries.

WHERE EMPLOYED: Cake decorators are employed in bakeries, catering businesses, delicatessens, and cafeterias. Many cake decorators have their own private businesses in their homes.

EMPLOYMENT OUTLOOK: The baking industry is growing very rapidly and the employment outlook in large bakeries is most favorable for cake decorators. Cake decorating businesses operated in private homes are increasing rapidly. Small catering businesses are good places of employment, but opportunities are somewhat limited.

EDUCATION AND TRAINING: Many decorators have a natural art ability and start decorating on their own. There are cake decorating schools which provide instruction which may assist the individual in securing and keeping a job. Some vocational schools teach night classes in cake decorating. Most training is accomplished on the job and an individual's ability to decorate cakes may increase with practice.

SPECIAL QUALIFICATIONS: A good cake decorator needs to have artistic and creative ability. Good physical stamina is also important because of the long hours a decorator may be required to stand while decorating a cake. Concentration and eye-hand coordination are also important to produce detailed decorating.

EARNINGS AND ADDITIONAL BENEFITS:	Earnings vary greatly for cake decorators depending on the type of businesses in which they are employed. A cake decorator working in a business operation may start at minimum wage and progress up the ladder according to experience. Self-employed decorators set their own prices and their income will depend on the amount of work they accomplish.
WORKING CONDITIONS AND LIFESTYLES:	Most cake decorators employed by businesses wear clean white uniforms. The working environment is usually clean, well lighted, and ventilated. Smoking is usually not allowed if working in a bakery or catering business. Rules with respect to safety and sanitation are usually followed and enforced. If employed in a catering business, a decorator may travel extensively and be required to work some weekends.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Cake Decorator	524.381-010
Cake Icer	524.684-022
Cake, Icer Machine	524.685-034
Cake Maker	313.381-026
Cake Pan Greaser	526.685-034

OCCUPATIONAL TASK: Exploring activites of a cake decorator

OCCUPATIONAL COMPETENCY: Constructing a cake decorating bag, practicing borders and drop flowers, and decorating an iced cupcake

RESOURCES and/or MATERIALS

1. Instructions to make a cake decorating bag or a Wilton Cake Decorating Book
2. Parchment paper
3. Cake decorating tubes: No. 3 and No. 18
4. Bowl of icing
5. Tape, stapler, scissors, cupler
6. Iced cupcakes for each student
7. Practice sheets (you may make up your own practice sheets or practice directly from the Wilton Cake Decorating Book)
8. Student Attitude Sheets.
9. Optional: Free loan filmstrips: CAKES AS CANVAS. Bailey Educational Filmstrips, Inc., P.O. Box 8516 Suite 136, Houston, TX 77008

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Construct a parchment paper cake decorating bag.
2. Make icing borders on wax paper and a cupcake.
3. Make drop flowers.
4. Decorate a cupcake.

LEARNING ACTIVITIES

1. Watch teacher demonstration on the following techniques:
   - A. How to construct parchment paper cake decorating bags
   - B. How to put tips on the bag
   - C. How to put icing in the bag
   - D. How to make borders, using the practice sheets
   - E. How to make drop flowers
   - F. How to decorate a cupcake.
2. Construct a cake decorating bag using parchment paper, stapler, tape, cupler, tip.
3. Fill the bag with icing (1/2 - 3/4 full)
4. Practice making borders using the practice sheets and Wilton book. (Lay the practice sheet on the table, cover with wax paper and practice directly on the wax paper. The icing comes off the wax paper and it can be reused.)
5. Practice making drop flowers following the instructor's instructions or a Wilton Cake Decorating Book.
6. Decorate a cupcake with a border and drop flowers.
7. Complete the Student Attitude Sheet.

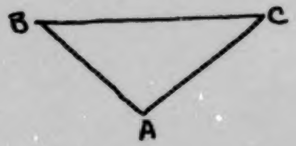
EVALUATION PROCEDURES

Your evaluation will consist of:

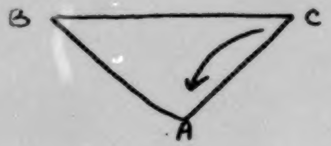
1. Constructing a cake decorating bag.
2. Participating in decorating a cupcake.
3. Completing Student Attitude Sheet.

CONSTRUCTING A PARCHMENT CAKE DECORATING BAG

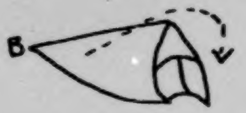
1. Lay triangle flat with point A toward you.



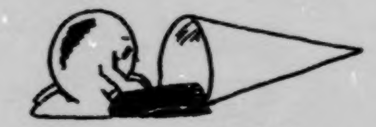
2. Roll right corner (C) up and over, bring it to center front, so corners will meet.



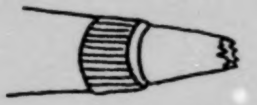
3. Fold left corner (B) around and under, bringing it to meet the back of points (A) and (C), forming a cone.



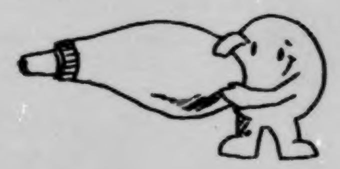
4. Staple peaks together and tape seam on outside of cone.



5. To make opening for the cuplet and tube, cut a little off the tip of the bag. Drop cuplet in bag, and place tip on the outside, securing with cuplet screw.



6. Fill cone about 1/2 - 3/4 full with icing, diaper fold the end of bag shut and hold end of bag in hand so it is comfortable for you.

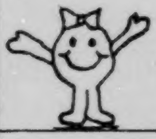


Name ______________________________

Occupational Cluster Hospitality - Cake Decorator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Constructing a parchment bag					
Practicing borders					
Practicing drop flowers					
Practicing on wax paper					
Decorating cupcakes					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Cashier DOT CODE: 211.462-014

DUTIES:	Most cashiers receive money, make change, fill out charge forms, and give receipts. In addition to these duties, cashiers may do other jobs and have different job titles. Restaurant cashiers, sometimes called cashier checks, may handle reservations for meals and special parties, type menus, or sell items at the candy and cigarette counter. Those in restaurants may also act as receptionists and do daily bank deposits.
WHERE EMPLOYED:	Restaurants, grocery stores, retail stores, hotels, and other businesses employ cashiers/checkers. However, job openings occur in cities or in suburbs with large populations.
EMPLOYMENT OUTLOOK:	Job openings for cashiers are expected to be plentiful through the 1980's. Employment is expected to grow faster than the average for all occupations. Some new jobs will result from growth in retail trade. Sources for jobs for cashiers will also be the result of workers who retire or leave the field for other reasons.
EDUCATION AND TRAINING:	Employers prefer to hire high school graduates at least 18 years of age for cashier/checker positions. Usually, the beginners need no special educational background. Most employers train their workers on the job.
SPECIAL QUALIFICATIONS:	Cashiers should enjoy working with people. During rush periods, they must be able to work accurately, quickly, and skillfully. They should

be able to work with the public pleasantly and courteously. The ability to make accurate change is essential for a cashier. Cashiers/checkers handle large sums of money so they must be honest and reliable.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries for cashiers/checkers vary with the business, location in country, the duties, responsibilities, and experience of the worker. Beginning cashiers often start at minimum hourly rates. Those working in restaurants tend to receive lower salaries than other cashiers. They usually get one or two free meals a day. Cashiers/checkers usually receive vacations with pay and sick leave considerations. Fringe benefits received often depend on the length of service of the cashier. Large firms also offer retirement income plans.

WORKING CONDITIONS AND LIFESTYLES:

Cashiers/checkers usually work at counters or booths. They work with the public most of the time and meet all kinds of people. Their working surroundings are usually pleasant, well lighted, and well ventilated. When working near entrances, they may become uncomfortable from cold in winter and heat in the summer. During the rush hours and holiday seasons, they must work rapidly and steadily. Cashiers/checkers usually stand for long periods of time.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Cashier I, Clerical, Front Office	211.362-010
Cashier II	211.462-010
Cashier-Checker	211.462-014

OCCUPATIONAL TASK: Exploring activities as a cashier

OCCUPATIONAL COMPETENCY: Operating a cash register and giving correct change

RESOURCES and/or MATERIALS

1. Cash register
2. Dollar bills
3. Half dollars
4. Quarters
5. Dimes
6. Nickels
7. Pennies
8. Student Worksheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Operate a cash register.
2. Give proper change.
3. Assess your interests in this type of work.

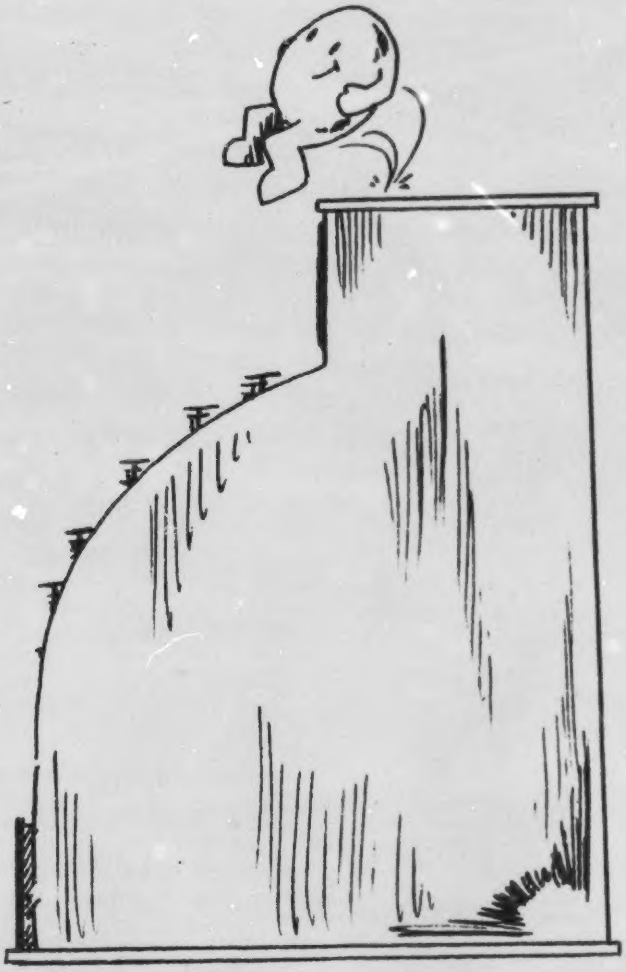
LEARNING ACTIVITIES

1. Read Cashier Fact Sheet.
2. Complete the worksheets:
    - A. Checking Addition
    - B. Dollars and Cents
    - C. Making Change
3. Observe instructor's demonstration related to making change.
4. In pairs, practice making change. Orally count money to make change for given problems.
5. If time allows, operate the cash register. Role play a cashier returning change to a customer.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting to your teacher the following worksheets:
    - A. Checking Addition
    - B. Dollars and Cents
    - C. Making change
2. Practicing making and returning change to customers.
3. Completing the Student Attitude Sheet.



CASHIER FACT SHEET

Cashiers perform a variety of tasks including ringing up purchases; accepting cash, checks, or credit cards; and making and returning change to customers.

The basic procedure which a cashier should follow is listed below:

1. Count bank money.
2. Never count bank in front of customers.
3. Report overages and shortages to the manager.
4. The manager will bring extra money if needed:
    A. Pennies come in .50 rolls
    B. Nickels come in $2.00 rolls
    C. Dimes come in $5.00 rolls
    D. Quarters come in $10.00 rolls.
5. Keep money orderly.
6. Place all bills portrait side up.
7. Keep change separated.
8. Never hold an excess amount of money in cash register.
9. Recheck addition if possible.
10. Circle mistakes or errors on receipts.
11. Always place bills on cash register until proper change has been given. Never put the bills in the drawer until the change has been returned.

12. Give change in least possible number of coins.
13. Count money separately into the customer's hand when giving change.
14. Give the customer his/her receipt.
15. Always say "Thank-you for letting us serve you."

WORKSHEET - CHECKING ADDITION

1. Add digits in each column down from top to bottom. Find sum.
2. Add digits in each column up from bottom to top. Find sum.
3. If sums are equal, they are considered to be correct.

1.	346	2.	208	1.	346	2.	208
	324		213		324		213
	247		466		247		466
	282		385		282		385

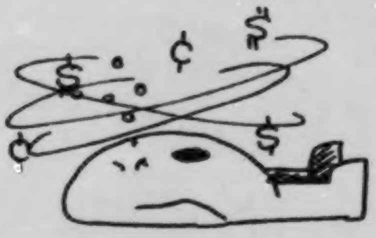
COMPARE SUMS!

WORKSHEET - DOLLARS AND CENTS

Decimal numerals are often used to represent money, each of which has a special meaning based upon the place-value of the digit and the use of a decimal point.

The number 338.75 represents the sum of:

300 dollars
30 dollars
8 dollars
7 dimes
5 pennies



When a decimal is read, the decimal point is read as the word "and". 85.22 is read as "eighty-five dollars and twenty-two cents."

Write in words each amount of money.

1. $82.74 ______________________________
2. $263.53 ______________________________
3. $91.60 ______________________________
4. $370.85 ______________________________
5. $126.95 ______________________________
6. $446.25 ______________________________

MAKING CHANGE

1. Figure change, using the least number of coins. EXAMPLE:

1. $7.50 out of $10.00

50¢ = $8.00

$2.00 = $10.00

2. $3.25 out of $5.00

__________=__________

__________=__________

__________=__________

3. $4.57 out of $10.00

__________=__________

__________=__________

__________=__________

__________=__________

__________=__________

4. $8.20 out of $20.00

__________=__________

__________=__________

__________=__________

__________=__________

__________=__________

5. $11.82 out of $15.00

__________=__________

__________=__________

__________=__________

__________=__________

6. $6.10 out of $10.00

__________=__________

__________=__________

__________=__________

__________=__________

__________=__________

WORKSHEET KEYS

Answers: Worksheet - Checking Addition

1. 1199
2. 1272

Answers: Worksheet - Dollars and Cents

1. Eighty-two dollars and seventy-four cents
2. Two hundred sixty-three dollars and fifty-three cents
3. Ninety-one dollars and sixty cents
4. Three hundred seventy dollars and eighty-five cents
5. One hundred twenty-six dollars and ninety-five cents
6. Four hundred forty-six dollars and twenty-five cents

Answers: Worksheet - Making Change

1. Example - .50 = $8.00
$2.00 =$10.00

2. .25 = $3.50
.50 = $4.00
1.00 = $5.00

3. .03 = $4.60
.10 = $4.70
.05 = $4.75
.25 = $5.00
5.00 = 10.00

4. .05 = $8.25
.25 = $8.50
.50 = $9.00
1.00 = 10.00
10.00 = 20.00

5. .03 = $11.85
.10 = $11.95
.05 = $12.00
3.00 = $15.00

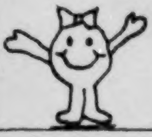
6. .10 = $6.20
.05 = $6.25
.25 = $6.50
.50 = $7.00
3.00 = 10.00

Name ______________________________

Occupational Cluster Hospitality - Cashier

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Checking addition					
Completing Dollars and Cents Worksheet					
Making change					
Role playing making change					
Operating a register					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Caterer DOT CODE: 187.167-106

DUTIES:	A caterer plans the details of menus with clients. S/he directs the personnel engaged in preparing and serving the food for social affairs. S/he confers with the client about the number of guests, time and place of the event, menu desired, cost involved, arrangement of tables, space available, and methods of serving.
WHERE EMPLOYED:	A caterer may operate from his/her home or kitchen with minimum overhead expense. Some restaurants have catering services which provide employment opportunities. There are also specialized catering operations that provide elaborate and extensive services and employ a large number of persons.
EMPLOYMENT OUTLOOK:	Employment possibilities for caterers should increase moderately through the 1980's. Opportunities for catering employment may be greater in cities with larger populations than in small communities.
EDUCATION AND TRAINING:	A high school education is usually preferred. High school courses in cake designing and foods may be very useful. Most of the training is conducted on the job.
SPECIAL QUALIFICATIONS:	Caterers possessing skills in preparing special sandwiches, casseroles, and cold plates may be given more consideration for possible employment. Also skills acquired in setting up elaborate buffet services, picnics, receptions, anniversaries, and weddings should prove beneficial.

Other qualifications which may be an asset include knowledge of food merchandising and management skills and artistic ability with respect to carving and shaping special foods.

EARNINGS AND ADDITIONAL BENEFITS:	Earnings and fringe benefits vary with the employer and location of the business.
WORKING CONDITIONS AND LIFESTYLES:	Caterers work both indoors and outdoors and need to be able to adapt readily to many different situations. Evening and week-end work are often required.

Peep's
CATERING
SERVICE

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Caterer	187.167-106
Caterer's Helper	319.677-010
Catering Truck Operator	292.463-010

OCCUPATIONAL TASK: Exploring activities of a caterer

OCCUPATIONAL COMPETENCY: Identifying interests related to preparing and catering foods

RESOURCES and/or MATERIALS

1. Catering Fact Sheet
2. Interest and Ability Sheet
3. Radishes - Handout A
4. Carrots - Handout B
5. Caterer Crossword Puzzle
6. Paring knife, vegetable peeler
7. 1 bag carrots and 1 bag radishes
8. Cutting board
9. Pan of ice cold water
10. Toothpicks

DO YOU LIKE PREPARING ELABORATE MEALS?
PRESS

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify responsibilities of a caterer.
2. Identify his/her interests related to catering.
3. Prepare radish roses and carrot curls.

LEARNING ACTIVITIES

1. Read and discuss Catering Fact Sheet.
2. Complete the Catering Interest and Ability Sheet.
3. Prepare radish roses following Handout A.
4. Prepare carrot curls following Handout B.
5. Complete the Caterer Crossword Puzzle.

EVALUATION PROCEDURES

1. The instructor will watch the preparation of the radish roses and carrot curls to see if instructions were followed and products were prepared correctly.
2. Complete and hand in crossword puzzle for grading.
3. Complete the Catering Interest and Ability Sheet.

FRIED CHICKEN
CREAM CORN
POTATOES-AU-GRATIN
CARROT CAKE

CATERING FACT SHEET

Catering departments in hotels are usually responsible for handling all food and beverage operations. Caterers also provide food and service for social functions for clubs, private parties, businesses, and community organizations. Hotel caterers increase profits, build the reputation of the hotel, and try to satisfy the needs of the guests.

A caterer may operate from his/her home kitchen or use kitchens in food service businesses. Some restaurants or school food service programs may also provide catering to the community.

Catering personnel can be divided into four groups:

1. Purchasing personnel, who buy the food
2. Chef and kitchen staff, who prepare the food
3. Dining room staff, who serve the guests
4. Sales personnel, who advertise and promote.

There are four basic processes performed by catering personnel: planning, scheduling, preparing, and serving.

Providing hospitality to guests and customers is an important part of every catering process. Caterers should be able to solve problems in a manner that is acceptable and hospitable to the guests and customers.

CATERER INTEREST AND ABILITY SHEET

Write YES or NO to indicate your response to the question listed below.

_____ 1. Are you generally courteous and cheerful?

_____ 2. Do you get along well with other people?

_____ 3. Do you like to plan and give parties?

_____ 4. Is your health good?

_____ 5. Are you interested in preparing and serving food?

_____ 6. Do you have a good imagination?

_____ 7. Once your activities are organized, do you follow your plans?

_____ 8. Do you speak good English?

_____ 9. Can you express yourself well both orally and in writing?

_____ 10. Do you have ability in math?

_____ 11. Do you take part in group activities?

_____ 12. Do you help with decorations for school dances, parties, and/or plays?

_____ 13. Do you enjoy studying bookkeeping and other business courses?

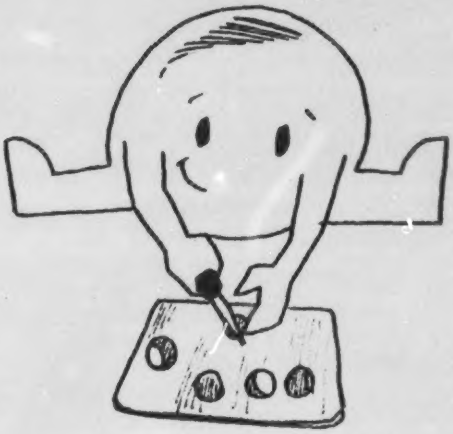
_____ 14. Are you interested in taking home economics courses?

_____ 15. If it meant starting in a better job or moving ahead faster, would you go to college?

HANDOUT A

RADISH ROSES

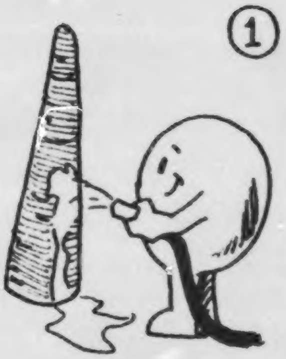
1. Wash the radishes.
2. Cut one end off the radish, being careful not to cut too much off.
3. Place radish on the cutting board.
4. Using the paring knife, cut 4 petals around the radish. Be sure to cut in the redish, but cutting too deeply may cause the petals to fall off.
5. Chill in ice water.
6. Remove for serving.

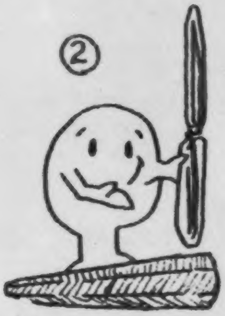


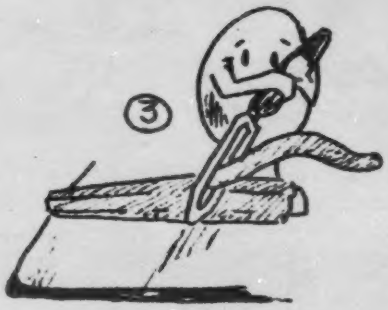
HANDOUT B

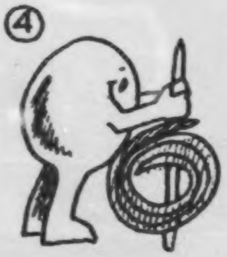
CARROT CURLS

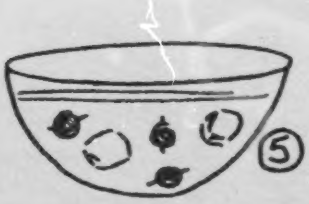
1. Wash the carrots.
2. Pare the carrots using a vegetable parer.
3. Rest the carrot on a cutting board. Using the vegetable parer, cut thin, lengthwise strips. (Be sure to pare away from your body).
4. Roll up the strips and spear with wooden toothpicks.
5. Chill in ice water until crisp.
6. Remove picks from curls before serving.

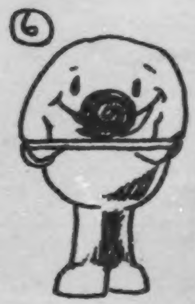


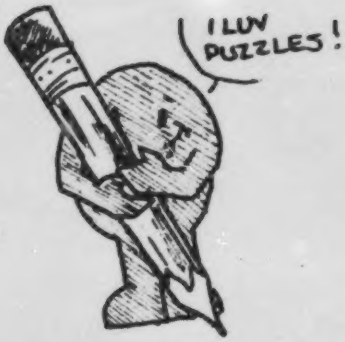




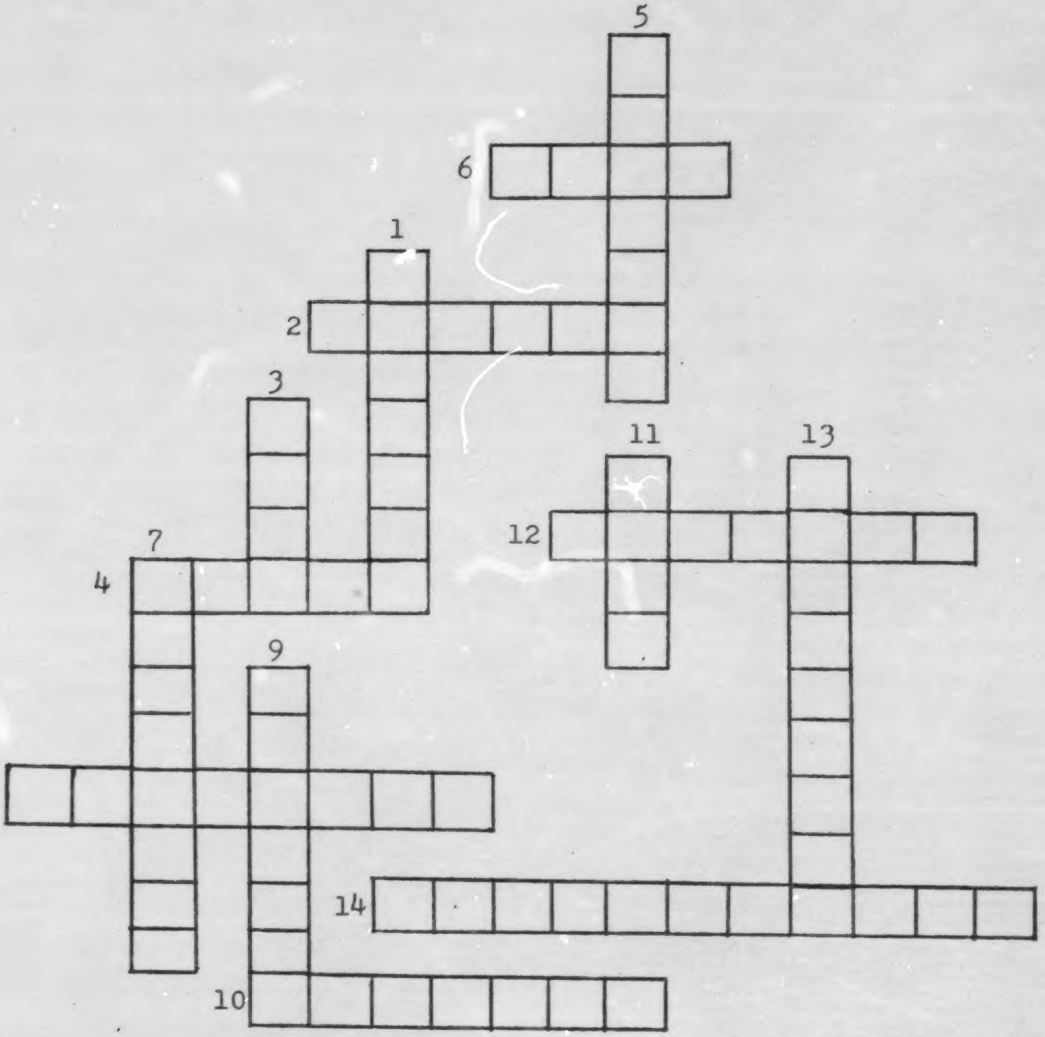







I LUV PUZZLES!

CATERER CROSSWORD PUZZLE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CATERER CROSSWORD PUZZLE

ACROSS

2. A ______________ maker prepares the hor d'oeuvres, small sandwiches, dips, and spreads served before a meal.

4. A ______________ makes all the breads and desserts.

6. A caterer works out the ______________ with the customers.

8. After the decisions are made on the kinds of food to be served, the customer signs a ____________.

10. To serve food or work with supplies in a catering business, a person only needs to be at least ___________ years old.

12. A person who has had at least two years of _____________ courses in business or food management would have a better chance of getting started in the catering business.

14. Providing __________ to guests is an important part of catering.

DOWN

1. A __________________ supplies food and services for all kinds of people and all kinds of gatherings.

3. A _______________ prepares the dishes that are served during a meal.

5. In many catering businesses, a ______________ handles only the business matters.

7. With ___________ courses, a high school diploma, and work experience, a person may begin as a catering assistant.

9. Caterers plan ______________, serve the food, and clean up afterward.

11. By law, all caterers must provide ____________, along with any other service.

13. The catering ______________ can be divided into 4 groups.

CATERER CROSSOWRD PUZZLE ANSWER SHEET

ACROSS	DOWN
2. Canape	1. Caterer
4. Baker	3. Cook
6. Menu	5. Manager
8. Contract	7. Business
10. Sixteen	9. Parties
12. College	11. Food
14. Hospitality	13. Personnel

FOOD
CATERER
COOK
BAKER

CAREER INFORMATION SHEET

JOB TITLE: Chef

DOT CODE: 313.131-014

DUTIES:

Chefs supervise, coordinate, and participate in activities of cooks and other kitchen personnel engaged in preparing and cooking foods. They decide the size of servings, plan menus, and buy food supplies. In some restaurants, they employ, train, and discharge workers.

WHERE EMPLOYED:

Most chefs work in large restaurants and hotels. Government agencies, private clubs, and many other organizations also employ chefs.

EMPLOYMENT OUTLOOK:

Employment of chefs is expected to increase faster than the average for all occupations through the 1980's. The demand for chefs probably will increase as population grows and people eat out more. Higher personal incomes and more leisure time will allow people to go out for dinner more often and to take more vacations.

EDUCATION AND TRAINING:

Chefs may be trained in apprenticeship programs offered by professional associations, trade unions, or in a 3-year apprenticeship program administered by local offices of the American Culinary Federation in cooperation with local employers, junior colleges, or vocational education institutions. Some large hotels and restaurants operate their own training programs. Many years of training and experience are necessary to achieve the level of skill required of an executive chef in a fine restaurant. Although a high school diploma is not required for beginning jobs, it is recommended for those planning careers as chefs.

SPECIAL QUALIFICATIONS: Persons who want to become chefs should be able to work as a team and to withstand the pressure and strain of working in close quarters during busy periods. A keen sense of taste, smell, the physical stamina to stand for hours at a time, and personal cleanliness also are important qualifications. Most states require health certificates indicating that chefs are free from contagious diseases.

EARNINGS AND ADDITIONAL BENEFITS: Hourly pay rates range from $4.00 to $9.00 or more for chefs. Wages vary depending on the part of the country and the type of establishment in which they work. Wages are generally higher in the West and in large, well-known restaurants and hotels. Chefs in famous restaurants and private resorts earn much more than the minimum rates. Fringe benefits may include vacations and holidays with pay, insurance plans, and retirement programs.

WORKING CONDITIONS AND LIFESTYLES: Many kitchens have modern equipment, convenient work areas, and air-conditioning, while others are frequently marginally equipped and poorly ventilated. Other variations in working conditions depend on the type and quantity of food being prepared and the local laws governing food service operations. In most kitchens, chefs must stand most of the time, lift heavy pots and kettles, and work near hot ovens and ranges. Hours in restaurants may include late evenings, holidays, and weekend work, and range from 37 to 48 hours a week.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

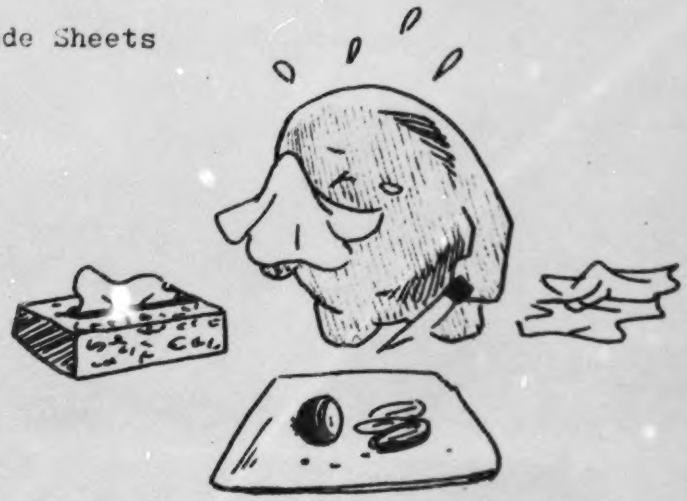
Chef (Hotel and Restaurant)	313.131-014
Sous Chef (Hotel and Restaurant)	313.131-026
Chef, Broiler or Fry	313.131-014
Executive Chef	187.161-010
Chef De Froid	313.281-010

OCCUPATIONAL TASK: Exploring activities of a chef

OCCUPATIONAL COMPETENCY: Preparing gourmet recipes

RESOURCES and/or MATERIALS

1. Cheese ball recipes
2. Mixing bowls, rubber spatulas, and measuring equipment
3. French knives and cutting board
4. Plastic wrap and wax paper
5. Ingredients for cheese balls
6. Crackers
7. Student Attitude Sheets



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Demonstrate ability to measure ingredients.
2. Accurately follow directions.
3. Better understand the importance of getting along well with fellow workers.

LEARNING ACTIVITIES

1. Read the cheese ball recipes and discuss the directions.
2. Divide into two groups and gather all necessary equipment and supplies for preparing the cheese balls.
3. Following the recipes, each group will make a cheese ball.
4. After completing the cheese balls, taste the gourmet food prepared.
5. Wash all equipment, clean supplies, and store properly.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Preparing the gourmet food.
2. Tasting cheese balls for flavor and texture.
3. Completing the Student Attitude Sheet and submitting it to your instructor.

CHEESE BALL

2- 8 oz. packages	Cream Cheese (softened)
1- 8 ½ oz. can	Crushed Pineapple (well drained)
2 cups	Finely Chopped Nuts
2 tablespoons	Finely Chopped Onion
½ cup	Finely Chopped Green Peppers
1 tablespoons	Seasoning Salt

Cream cheese well

Add other ingredients and mix well

Form into 6 small balls

Roll in finely chopped nuts

Refrigerate

CHEESE BALL

8 ounces

1 jar (5 oz.) Kraft Old English Cheddar Cheese

1 jar

Mix

Add

Mix

Let

Roll

CHEESE BALL

8 ounces	Cream Cheese
1 jar (5 oz.)	Kraft Old English Cheddar Cheese
1 jar (5 oz.)	Kraft pimento cheese

Mix well all ingredients

Add garlic salt and minced onions to taste

Mix throughly

Let Chill, then form into 6 small balls

Roll each ball into finely chopped nuts

CHEESE BALL

1 - 8 oz. package Cream Cheese (softened)

1/4 cup Grated Parmesan Cheese

1 tablespoon Prepared Horseradish

1/3 cup Chopped Pimiento-Stuffed Green Olives

2 1/2 ounces Dried Beef, finely snipped

Blend cream cheese, Parmesan, and horseradish.

Stir in olives.

On waxed paper, shape mixture into two medium balls.

Wrap and chill several hours or overnight.

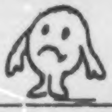
Roll in snipped beef.

Name ____________________

Occupational Cluster Hospitality - Chef

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Selecting ingredients					
Following a recipe					
Making a cheese ball					
Working in a group					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Cook	DOT CODE: 313.361-014
DUTIES:	A cook's work depends on the size of the restaurant. Many small restaurants offer a limited number of short order dishes that are relatively simple to prepare, plus pies and other baked goods bought from bakeries. One cook usually prepares all the food with the aid of a short order cook and one or two kitchen helpers. In large restaurants, the menu has a wider variety of specialized cooks. These cooks may have special assignments and a special title, such as: pastry, fry, sauce, specialty, and foreign foods. The head cook or chef coordinates the work of the whole kitchen staff and directs certain kinds of food preparation. S/he may also plan the menus and buy the food supplies.
WHERE EMPLOYED:	Aspirants to work as cooks should seek employment in restaurants, hotels, schools, colleges, hospitals, government agencies, and various other organizations.
EMPLOYMENT OUTLOOK:	The employment outlook is very good for cooks and chefs because of the fast increase of food service establishments. Small restaurants, cafeterias, and other simple food preparation establishments will provide the greatest number of starting jobs for cooks.
EDUCATION AND TRAINING:	Most cooks start work in unskilled positions, such as kitchen helper or cook's helper. They may then acquire their skills on the job by observing cooks, bakers, and other special workers. However, an increasing number

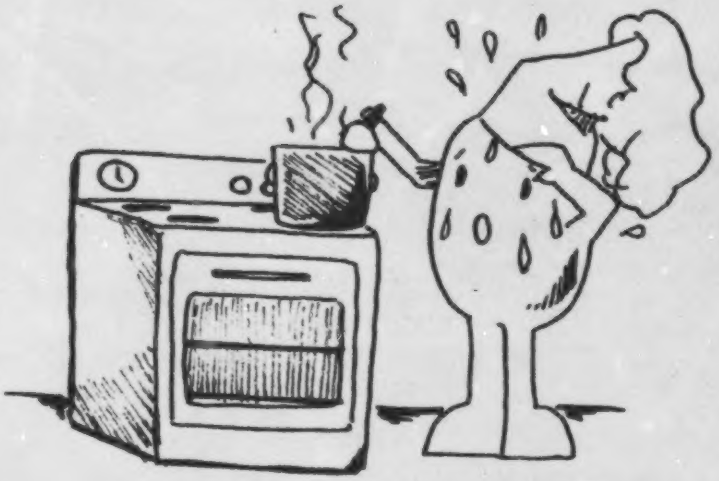
of cooks are obtaining high school vocational training in food preparation. Occasionally, they are trained in apprenticeship programs. A few are trained in large hotel and motel kitchens throughout the United States. A high school diploma is not required for most beginning jobs. It is recommended, however, for those planning careers as cooks or chéfs. High school or vocational courses in business math, accounting, and business administration are helpful. Cook experience can be obtained at the high school level through on-the-job training. Courses in commercial food preparation will be a big advantage when looking for jobs in large restaurants and hotels.

SPECIAL QUALIFICATIONS: Persons interested in becoming a cook should like to work with people and be able to get along well under pressure and in close quarters. The ability to speak, read, and write English is very important. A standard physical examination is required to insure good health. In some states, a tine test is also required in order for a cook to be issued a food-handler's card. Neatness, cleanliness, and physical stamina are also important qualifications.

EARNINGS AND ADDITIONAL BENEFITS: Wages of cooks may vary depending on the part of the country and the type of establishment in which they work. Their pay ranges from the minimum federal wage to the excess of $50,000 a year.

WORKING CONDITIONS AND LIFESTYLES: Hours in a restaurant may vary from late evenings, early mornings, holidays, and many weekends. The time may range from 35 to 50 hours a week depending on the establishment. School cooks work a regular 40-hour week and sometimes less. Many kitchens have air-conditioning and

convenient work areas; whereas, others may be very warm, less work space, and undesirable. Cooks need to have stable bodies for lifting heavy pots and pans and working near hot stoves.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Cook	313.361-014
Kitchen Helper	318.687-010
Short Order Cook	313.361-022
Cook, dessert	313.361-014
Cook, broiler	313.361-014
Cook, apprentice	313.361-018
Cook, Chinese, special, foreign	313.361-030

OCCUPATIONAL TASK: Exploring food preparation careers

OCCUPATIONAL COMPETENCY: Measuring dry and liquid ingredients and identifying basic kitchen hand utensils.

RESOURCES and/or MATERIALS

1. Basic kitchen hand utensils
2. Handout A - "How To's for Some Ingredients"
3. Handout B - "Practice Measuring Chart"
4. Liquid and dry ingredients: flour, sugar, brown sugar, confectioner's sugar, shortening, vanilla, water, and egg.
5. Student Attitude Sheets.

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify a variety of hand utensils commonly used in food service preparation.
2. Better understand the use of common hand utensils.
3. Measure more accurately liquid and dry ingredients.

LEARNING ACTIVITIES

1. Play the utensil identification game, "Tools Cooks Use". (See game rules).
2. Read and participate in class discussion of "How To's for Some Ingredients". (Handout A)
3. Practice measuring liquid and dry ingredients correctly by following the "Practice Measuring Chart". (Handout B)
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Measuring each ingredient correctly by following "The Practice Measuring Handout".
2. Completing Student Attitude Sheet.

"TOOLS COOKS USE"

GAME RULES

1. Divide students into two groups for a game identifying the hand utensils used in food preparation.*
2. Seat each team facing each other, letting the team members answer in turn.
3. Alternate questions, giving the team one point for a correct answer and penalizing each team two points for a member answering out of turn.
4. A wrong or unanswered question by one of the teams is then given to the other team to answer.
5. Teacher decides end of game in advance. Depending on class size, the game could end when one team scores 20 points, or when each team member has had three or four turns.

*Use the hand utensils available in your department to be held up and identified. You may want to include some of the following utensils:

mixing bowls
mixing spoons
solid and slotted spoons
wooden spoon
ladle
dipper
rotary beater
wire whisk
spatula
turner
metal spatula
spreader
hamburger turner
sandwich spreader
tongs
funnel
strainer

sifter
shaker
pastry board
gelatin molds
colander
dough blender
rolling pin
pastry wheel
pastry brush
vegetable brush
thermometers
timer
cooling rack
juicer
forks
peeler
melon baller

"HOW TO'S FOR SOME INGREDIENTS"

FLOUR:	Flour should always be sifted unless otherwise stated in the recipe. Today some homemakers don't sift flour because it takes too much time, but you need to be aware of the fact that this will change the product if sifted flour is called for. Using unsifted flour is just like adding extra flour to your recipe. This can result in a drier, heavier product. Some recipes and cookbooks specify sifted flour while others just mention flour. You can generally find a note in the cookbook which states whether recipes were tested with sifted or unsifted flour. To measure flour, always spoon flour into your cup and level off. Do not pack or shake down. Never dip your cup into the flour canister; this will be the same as packing.
POWDERED SUGAR:	Sift sugar if it is lumpy and then spoon it gently into cup and level. Be sure not to pack sugar down as you level or spoon it in.
GRANULATED SUGAR:	Dip cup into container and level it off with a spatula.
BROWN SUGAR:	As you fill the cup, pack down firmly with back of a spoon; level. If the sugar will hold the mold of the cup when turned upside down, you have probably measured correctly.
FOOD COLORING OR EXTRACTS:	Where only one drop or two is needed, be careful not to use too much. The easiest way is to put a toothpick into the bottle and then into whatever you are making. Do this until the desired results are achieved. Some coloring is available in small plastic bottles which allow the color to come slowly.
CEREALS:	Pour into cup, then level.
NUTS AND FRUITS:	Spoon into cups and pack down lightly.

SHORTENING: There are 3 methods.

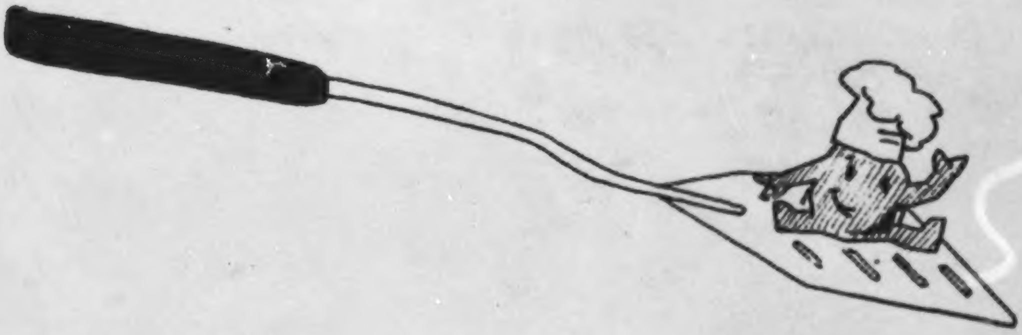
1. Butter, lard, and margarine may be measured by cutting the correct length from a premeasured one-pound block.

2. Pack softened shortening into a cup, pressing down to remove all the air bubbles and level.

3. Water displacement method. Subtract the amount of shortening you need from 1 cup. Pour this amount of water into a liquid measuring cup. Then add shortening until water reaches the 1 cup line. Pour off water up to 2/3 mark and then add shortening (2/3 + 1/3 = 1 cup). When water reaches 1 cup line, you will have 1/3 cup of shortening.

LIQUID INGREDIENTS: Set liquid measuring cup on a level surface and always read at eye level.

EGG: To measure 1/2 egg, break egg into a bowl, beat the egg with a fork until uniform color. Measure 2 T. of the egg by dipping your tablespoon under any foam that may have formed. There are approximately 4 tablespoons in 1 medium egg.



"PRACTICE MEASURING"

Ingredients and Steps	Equipment	Techniques	Comments
FLOUR: Measure 1 cup of unsifted flour			
FLOUR: Sift this cup of flour and remeasure			
SUGAR: 1 cup granulated			
SUGAR: 1 cup brown			
SHORTENING: Measure 1/4 cup water displacement method			
SHORTENING: Measure 1/4 cup packed			
VANILLA: Measure 1/2 teaspoon			
WATER: Measure 1/2 cup liquid measure			
EGG: Measure 1/2 egg			

Name ____________________

Occupational Cluster Hospitality - Cook

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Game: "Tools Cooks Use"					
Practice measuring					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Dining Room Attendant DOT CODE: 311.677-018

DUTIES:	Dining room attendants clear tables, reset tables, carry soiled dishes to the dishroom, and sometimes carry the food to the dining room for waiters and waitresses. They clean up spilled food, wipe tables, fill salt and pepper shakers, clean coffee pots, and clean other areas if necessary to help other employees.
WHERE EMPLOYED:	Most dining room attendants work in restaurants, bars, and hotels. Some may be employed in schools, hospitals, and other institutional settings.
EMPLOYMENT OUTLOOK:	Job openings for dining room attendants are expected to be plentiful in the years ahead. Many openings will result from the need to replace workers who retire, die, or find jobs in other occupations. Additional openings will result from employment growth. Employment of dining room attendants is expected to increase much faster than the average for all occupations through the 1980's as population growth and higher incomes create more business for restaurants.
EDUCATION AND TRAINING:	A high school education is not required for employment as a dining room attendant. Training is mostly done on the job and it does not take much skill to perform the duties of a dining room attendant.
SPECIAL QUALIFICATIONS:	Dining room attendants need to be in good physical condition because of lifting and carrying heavy trays of dishes and standing on their feet most of the time. Good physical

stamina is also important because of the fast pace and long hours they sometimes have to endure. Dining room attendants should be neat in appearance, have good personal hygiene, and get along well with others. Most food service establishments require employees to have a food handler's card or health certificate to indicate the absence of any contagious diseases.

EARNINGS AND ADDITIONAL BENEFITS:

Dining room attendants receive very low wages, usually ranging from $2.00-$4.50 an hour. Earnings range below the average earnings of other non-supervisory workers in private industry, except farming. Some additional benefits for dining room attendants may include free meals, furnished uniforms, vacations with pay, health insurance, and pension plans.

WORKING CONDITIONS AND LIFESTYLES:

The majority of dining room attendants work part time. They usually work less than 30 hours a week and their work may also consist of split shifts during the day. Weekend and holiday work is often required. Falls, cuts, and burns are possible job hazards, but injuries are seldom serious.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Dining Room Attendant	311.677-018
Waiter/Waitress	311.137-022
Hostess	310.137-010
Steward/Stewardess	310.137-018
Counter Attendant	311.677-014

OCCUPATIONAL TASK: Exploring activities of a dining room attendant

OCCUPATIONAL COMPETENCY: Folding napkins

RESOURCES and/or MATERIALS

1. Napkin Information Sheet
2. Cloth or paper napkins
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Fold fancy napkins.
2. Recognize some of the activities performed by dining room attendants.
3. Determine your interest in this type of work.

LEARNING ACTIVITIES

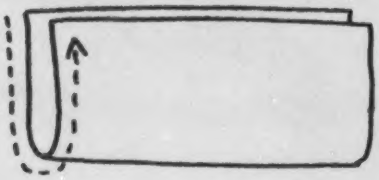
1. Read and discuss the Career Information Sheet.
2. Read the napkin folding instructions carefully.
3. Fold a napkin as indicated in each example. Write your name on each napkin and put them on display for your teacher to view and evaluate.

EVALUATION PROCEDURES

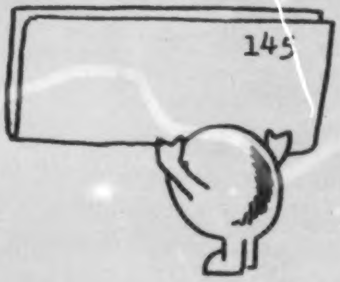
Your evaluation will consist of:

1. Folding and displaying napkins.
2. Completing and submitting the Student Attitude Sheet to your instructor.

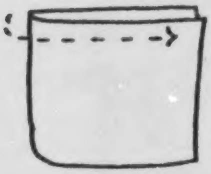
FOLDING A NAPKIN



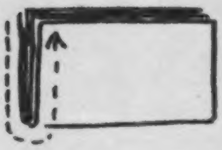
FOLD NAPKIN IN HALF



FLATTEN FOLD WITH HAND



FOLD NAPKIN
IN HALF



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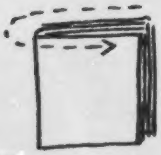
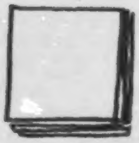


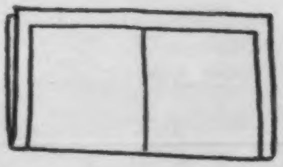
FOLD IN
HALF



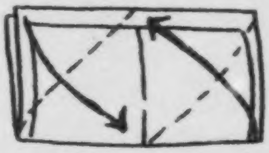
FOLD NAPKIN WITH
ALL EDGES EVEN

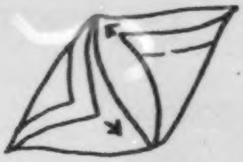
BISHOP'S MITRE

1. Fold napkin from bottom to top.

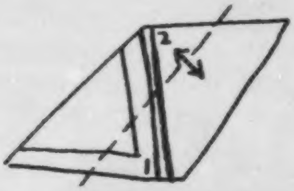


2. Fold left top corner down to the middle and lower right corner up to the middle.

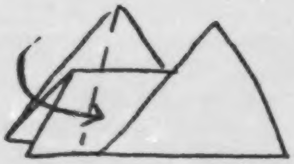


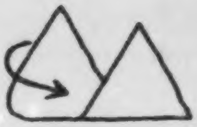


3. Make a fold parallel to long sides and pull up the two points so they are not within the fold.

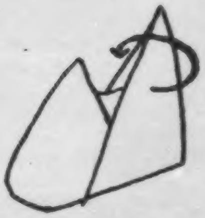


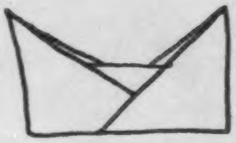
4. Bend one side round and tuck into the other side.





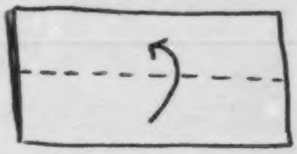
5. Bend other side round and tuck.



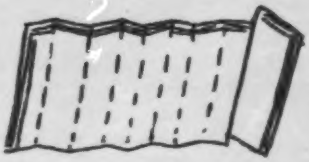


FAN

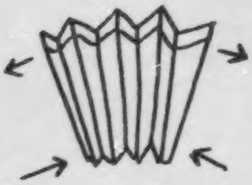
1. Fold an open napkin double from bottom to top and crease.
2. Make another fold from bottom to top.



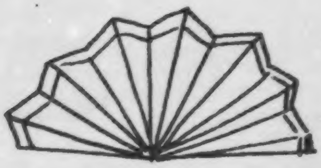
3. Make accordion pleats from left to right. Depending upon the size of the napkin, make at least 6 pleats for a small one. Press pleats together firmly.



4. Fan out the top with one hand, holding the bottom pleats tightly together with the other hand.



5. Set on a service plate. If it doesn't stand, well, use two napkins.

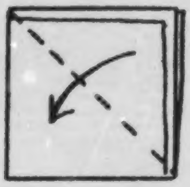


TRIANGLES

Suitable for linen or paper napkins.

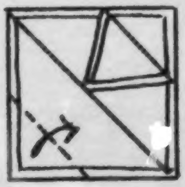
1. Fold a napkin twice so that it is ¼-size, placing open edges on top and right side.

2. Fold down the top free corner at upper right to opposite corner at lower left.

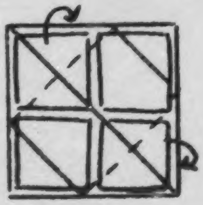


3. Fold next free corner just to the middle.

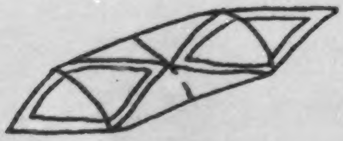
4. Fold first corner back to meet second corner at the middle.



5. Fold other two corners under to meet in middle of back.



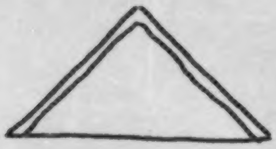
6. Turn back over.



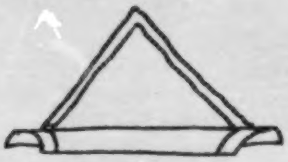
SAIL

Suitable for linen or paper napkins.

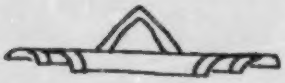
1. Fold napkin into trinagle from bottom to top.



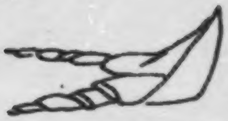
2. Roll up from bottom within 2" of the top.



3. Fold from right to left.

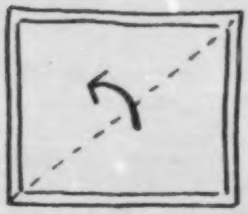


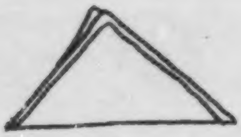
4. Set upright on plate.



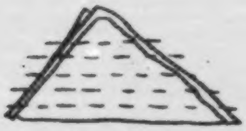
FESTIVAL

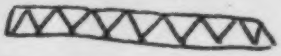
1. Fold open napkin diagonally from one corner to opposite corner, forming a trinagle.



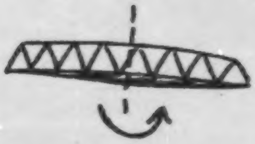


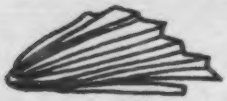
2. Beginning at closed base, accordion-pleat the triangle until it looks like the picture.





3. Then fold across the middle. Press flat, or tuck one half under service plate.

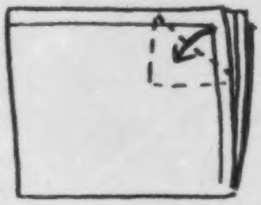




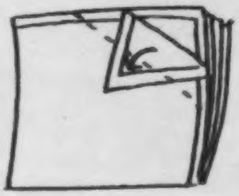
BUFFET

Suited for linen or paper napkins. Use two napkins.

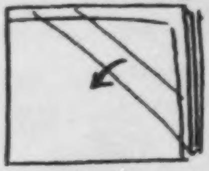
1. Fold napkins twice into a ¼ size square, open edges to top and right side.



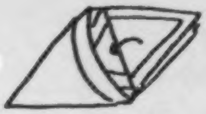
2. Fold down upper right corner in two thicknesses until the points are at the exact middle of the square.



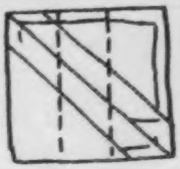
3. Fold down twice more so that the napkin is cut in a diagonal.



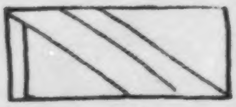
4. Fold two more edges and tuck them into "pocket" at the middle.



5. Fold the two sides under so they meet in back.

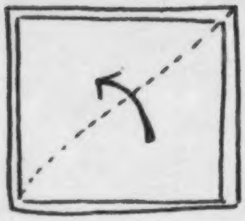


6. Place flatware inside the pocket.

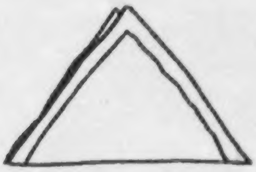


FLUTE

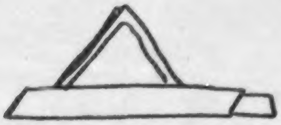
1. Fold napkin from one corner to opposite corner forming a triangle.

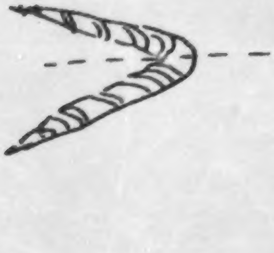


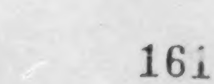
2. Roll up the triangle from wide base to top.



3. Fold roll across the middle, and press down to flatten slightly. Place on plate or upright in a glass.

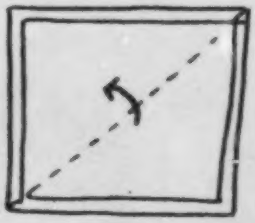




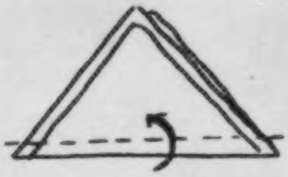


CANDLE

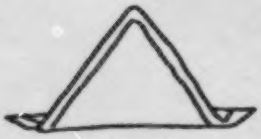
1. Fold open napkin from one corner to opposite corner.



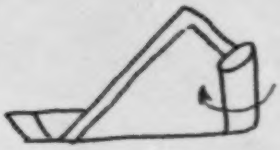
2. Make one fold up at base of the triangle.



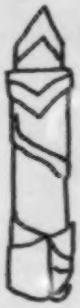
3. Turn napkin over.



4. Roll up. Tuck end into the turned-up "collar" at the base.



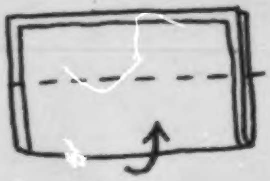
5. Pull down outside point at top. Stand next to glasses on table.



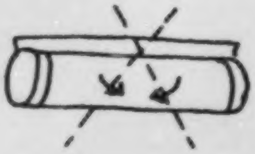
ELF'S SHOES

Suitable for both linen and paper napkins.

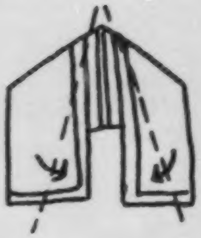
1. Fold napkin from bottom to top twice.



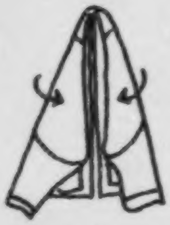
2. Fold down upper corners to meet in the middle.



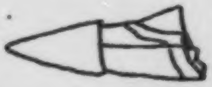
3. Fold in upper sides to meet at the middle.



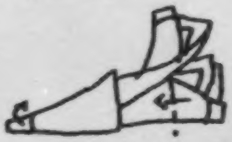
4. Fold napkin down the middle.



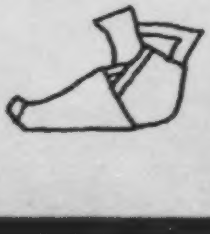
5. Fold wing nearest you up to left, holding in left hand.



6. Tuck other wing into slitted opening.



7. Turn toe up slightly.



Name ______________________________

Occupational Cluster Hospitality - Dining Room Attendant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Folding napkins					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Dishwasher   DOT CODE: 318.687-010

DUTIES: Dishwashers operate special machines that clean silverware and dishes quickly and efficiently. Occasionally, they may have to make minor adjustments to keep machines operating properly. Dishwashers scrub large pots and pans by hand. In addition, they clean refrigerators and other kitchen equipment, sweep and mop floors, and carry out trash.

WHERE EMPLOYED: Most dishwashers work in restaurants, bars, and hotels. Dishwashers also work in schools, hospitals, and other institutional operations.

EMPLOYMENT OUTLOOK: Job openings for dishwashers are expected to be plentiful in the years ahead. Many openings will result from the need to replace workers who find work in other occupations, retire, or leave the field for other reasons. Employment of dishwashers is expected to increase much faster than the average for all occupations through the 1980's as population growth and higher incomes create more business for restaurants.

EDUCATION AND TRAINING: A high school education is not essential to qualify for a job as a dishwasher. State laws often require dishwashers to obtain health certificates to show that they are free of contagious diseases. The ability to read, write, and do simple arithmetic is required for promotion.

SPECIAL QUALIFICATIONS: Dishwashers must be in good physical condition and have physical stamina because they stand most of the time and lift heavy trays.

EARNINGS AND ADDITIONAL BENEFITS:

Dishwashers have relatively low earnings. Limited data indicates that hourly rates for these workers range from $2.00 to $4.50. These amounts were below the average earnings of most other non-supervisory workers in private industry, except farming. The majority of employers provide free meals at work and furnish uniforms. Vacations with pay are customary and various types of health insurance and pension plans may be offered.

WORKING CONDITIONS AND LIFESTYLES:

Dishwashers usually work less than 30 hours a week. Some are on duty only a few hours a day during either the lunch or dinner period. Others work both periods but may take a few hours off in the middle of the day. Weekend and holiday work often is required.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Dishwasher	318.687-010
Kitchen Helper	318.687-010
Silverware Washer	318.687-010
Silverware Wrapper	318.687-018

OCCUPATIONAL TASK: Exploring activities performed by a person employed as a dishwasher

OCCUPATIONAL COMPETENCY: Operating a dishwasher

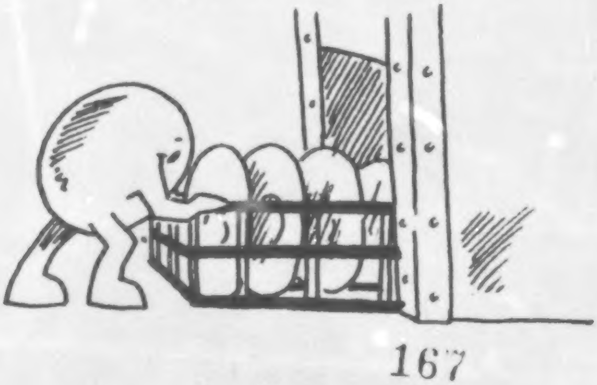
RESOURCES and/or MATERIALS

1. Dishwasher
2. Dishrack
3. Plates, saucers, cups, and glasses

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Operate a dishwasher using correct procedures.
2. Scrape, rinse, rack, and wash dishes.
3. Store dishes in their proper places.



LEARNING ACTIVITIES

1. Listen attentively as your teacher discusses the placement of dishes and demonstrates the proper procedures for operating a dishwasher.
2. Observe the teacher properly scrape, rinse, rack, and wash dishes.
3. In turn, each student should wash dishes.
4. Students should store the clean dishes in their proper places.
5. If time allows, orally review the steps involved in the operation of the dishwasher.

Optional: An "Old Maid" card game could be played the day before this unit, involving the placement of dishes and equipment in the kitchen.

Prepare a deck of cards: Put the name or a picture of a dish or piece of equipment on one card (use construction paper) and the shelf or placement description on another card. Two or four students may play together. Students draw cards from each other and match pairs as in "Old Maid". A card can be made that is not a piece of kitchen equipment to serve as the "Old Maid" card.

EVALUATION PROCEDURES

Your evaluation will consist of:

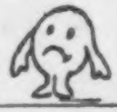
1. Demonstrating how to operate a dishwasher.
2. Completing the Student Attitude Sheet.

Name ______________________________

Occupational Cluster Hospitality - Dishwasher

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Preparing dishwasher for operation					
Scraping dishes					
Rinsing dishes					
Racking dishes					
Washing dishes					
Storing dishes					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Kitchen Supervisor DOT CODE: 310.137-014

DUTIES: A kitchen supervisor directs the activities of cashiers, cooks, and chefs involved in preparation and cooking of food. S/he may carry such responsibilities as purchasing food, estimates of consumption, banquet planning, menu planning, interviewing and hiring/firing of personnel.

WHERE EMPLOYED: Kitchen supervisors are employed in many places besides fast food chains, restaurants, and hotels. They work in company and school cafeterias, department stores, hospitals, and airline food preparation centers.

EMPLOYMENT OUTLOOK: Increasing numbers of food preparation establishments today have opened the door to many new opportunities for food service supervisors. The employment outlook is bright in the 1980's. Opportunities are great for those who are willing to train with a company and further their education as they advance.

EDUCATION AND TRAINING: A high school or adult vocational course may be helpful to a person interested in food service occupations and especially for those interested in supervision. Generally, no specific educational level is required. Kitchen supervisors are required by law in most states to possess a health certificate and to be examined periodically as a form of protection to the public.

SPECIAL QUALIFICATIONS:

The job of a kitchen supervisor requires a person who works effectively with others and is able to accept responsibilities and is capable of coordinating the work of others. A number of years of kitchen work experience may be beneficial or required for a kitchen supervisor.

EARNINGS AND ADDITIONAL BENEFITS:

The salaries earned by kitchen supervisors are widely divergent and depend on many factors such as size, type and location of establishment, skills, experience and training of the worker. Salaries are usually closely in line with the type and place of employment. For example, the highest wages are usually earned in hotels having dining room food service, especially in large cities and in the rather expensive resort area hotels. Most large food service establishments provide free meals during working hours for employees and provide uniforms and laundry service at no charge. Depending on the size of the restaurant and the management, fringe benefits such as insurances, social security, pension plans, and vacations with pay may be available. There is usually compensatory time off or boosted salary scale for work required on Sundays and/or holidays.

WORKING CONDITIONS AND LIFESTYLES:

Kitchen supervisors may work a 40 to 48-hour week, depending on the type of food service offered. Some establishments are open 24 hours a day, while others may be open only during the day. Day hours usually require a very early starting time for preparation and may involve later evening hours. Establishments open long hours may have two or three work shifts. Overtime work is frequent depending on the amount of business and rush hour trade. Working conditions are usually in modern, well-lighted, well-equipped, and ventilated kitchens. Even modern, air-conditioned kitchens may have temperatures warmer than one would normally choose.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

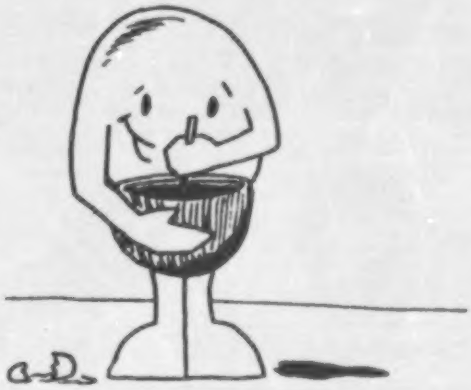
Kitchen Supervisor	310.137-014
Industrial Cafeteria Manager	319.137-018
Food-Service Supervisor	319.137-010
Commissary Production Supervisor	319.137-022
Inspector (hotel and restaurant)	321.137-014

OCCUPATIONAL TASK: Exploring the duties of a kitchen supervisor

OCCUPATIONAL COMPETENCY: Evaluating others

RESOURCES and/or MATERIALS

1. Group to make brownies for evaluation to take place
2. Brownie recipe
3. Evaluation Sheet - Brownie Recipe



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Discuss the reasons for evaluation.
2. Be familiar with procedures used in evaluating others.

LEARNING ACTIVITIES

1. Class discussion and teacher explanation of evaluating procedures.
2. Evaluate a group of students in class performance of making brownies.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion of evaluation procedure.
2. Evaluating group making brownies.
3. Completing and submitting Evaluation Sheet - Brownie Recipe.

HOW TO GET PERFECT RESULTS FROM A RECIPE

1. Read every word of the recipe first.
2. Preheat oven.
3. Gather utensils and ingredients needed.
4. Measure as directed.
5. Mix carefully.
6. Set timer.
7. Bake or cook.

BROWNIES

2 Eggs
1 Cup sugar
1/3 Cup oil
2 Squares unsweetened baking chocolate, melted
3/4 Cup flour
3/4 Teaspoon salt
1/2 Teaspoon baking powder
1/2 Cup nuts

Beat eggs. Add sugar, beat.
Add oil, chocolate and vanilla.
Add dry ingredients. Beat until all ingredients are moistened.
Pour batter into greased baking dish (8" x 8" x 2").
Bake at 350° F. for 30-35 minutes.
Let cool 10 minutes before cutting into squares.

EVALUATION SHEET

Brownie Recipe

PERSONS IN GROUP ______________________________

Check the activities if completed properly. Comments may be made concerning the activities.

______ Washed hands
______ Gathered all ingredients and utensils
______ Melted chocolate properly
______ Preheated oven
______ Broke eggs properly
______ Beat eggs in large mixing bowl
______ Measured sugar properly
______ Added sugar to eggs
______ Measured oil properly
______ Added oil to egg mixture
______ Mixed well
______ Added chocolate
______ Measured vanilla properly
______ Added to egg mixture
______ Mixed well
______ Measured salt, baking powder and flour properly
______ Mixed salt, baking powder and flour in small bowl
______ Added flour mixture to egg mixture
______ Mixed with mixer
______ Measured walnuts
______ Folded in walnuts (optional)
______ Properly greased 8" x 8" square baking dish
______ Spread mixture in baking dish
______ Placed baking dish in center of oven
______ Set timer for 30 minutes
______ Checked to see if brownies were done (used toothpick method)
______ Removed from oven and set in proper place to cool
______ Cooled before cutting

Comments ____

____

____

____
Evaluator

CAREER INFORMATION SHEET

JOB TITLE: Manager, Food Service DOT CODE: 187.167-106

DUTIES:

Restaurant managers coordinate and direct the operation of restaurants. They estimate food and beverage costs, purchase supplies, and confer with food preparation personnel to plan menus and related activities. Managers perform many clerical and financial duties such as keeping records, directing payroll operations, handling large sums of money, and taking inventories. They also direct the hiring and assignment of personnel. Managers are often called upon to resolve customers' complaints.

WHERE EMPLOYED:

Managers may be employed in fast food restaurants, steak houses, pizza places, coffee shops, luxurious restaurants, and many other restaurants. Restaurant jobs are available in most areas, but more opportunities exist in larger cities.

EMPLOYMENT OUTLOOK:

Through the 1980's the restaurant industry is expected to increase rapidly. Employment opportunities will result from turnover and from an increase in the number of restaurants. Openings will result as employees retire, die, or change positions. There will be a limited number of specialized positions. The majority of openings will be in positions requiring less skill.

EDUCATION AND TRAINING:

Skills, experience, and training required vary from one restaurant to another. Some positions require no special training or experience, while others require formal training and/or managerial experience. Many restaurant managers obtain their positions through hard work and advancement within the restaurant. It is important for restaurant managers to have formal training in hotel, restaurant, or institutional management. Graduates are given more supervisory and/or administrative responsibilities after they have completed management training programs provided by the hotel or restaurant. Some are hired as management trainees or as assistant managers before advancing to manager positions. Others open their own restaurant businesses and become managers immediately.

SPECIAL QUALIFICATIONS: There are no special licenses or memberships required for restaurant managers. They need experience in all areas of restaurant work such as food preparation, service, sanitation regulations, and financial functions. It is very important that a manager be a good business person. Desirable personal characteristics include self-confidence, poise, and the ability to get along well with others. Conditions may demand that managers be on their feet for extended periods of time and the work hours may be long and irregular.

EARNINGS AND ADDITIONAL BENEFITS: Because of the vast difference in duties and responsibilities of managerial workers, their salaries also vary widely. Earnings depend on the location, size, type, and degree of unionization of a restaurant. Managers usually do not receive tips, but starting salaries may range from $11,500 to $14,000 or more annually. Some experienced managers earn $25,000-$40,000 or more a year. In most situations, uniforms and at least one meal a day are furnished to employees.

WORKING CONDITIONS AND LIFESTYLES:

Most full-time restaurant employees work 30 to 48 hours a week. Some managers are required to work evenings, holidays, weekends, and split shifts. Managers are usually provided with offices containing modern equipment and labor-saving devices. Working conditions are often clean, attractive, and pleasant. Due to the responsibilities involved in managerial work, managers may be called away from home unexpectedly.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Manager, Food Service	187.167-106
Manager, Industrial Cafeteria	319.137-018
Manager, Hotel or Motel	187.117-038

OCCUPATIONAL TASK: Exploring the responsibilities of a restaurant manager

OCCUPATIONAL COMPETENCY: Completing inventory forms and recipe cost control forms

RESOURCES and/or MATERIALS

1. Manager Fact Sheet and Manager Line Chart
2. Inventory Sheet
3. Assignment Sheet B
4. Recipe Cost Control Forms
5. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Complete an inventory sheet from a given list of food supplies.
2. Compute unit cost for items on an inventory.
3. Recognize qualities of a good restaurant manager.

LEARNING ACTIVITIES

1. Read Manager Fact Sheet and review Manager Line Chart.
2. Complete inventory sheet (Assignment A).
3. Compute unit pricing (Assignment B).
4. Complete standard recipe cost control forms using information from Assignments A and B.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

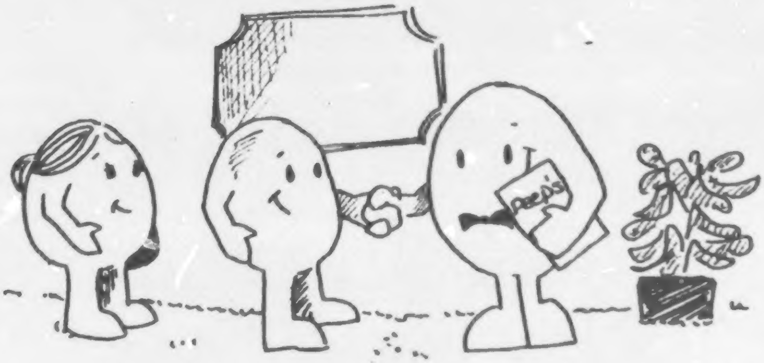
1. Completing an inventory sheet.
2. Computing unit pricing.
3. Completing recipe cost control forms.
4. Completing the Student Attitude Sheet.

FACT SHEET

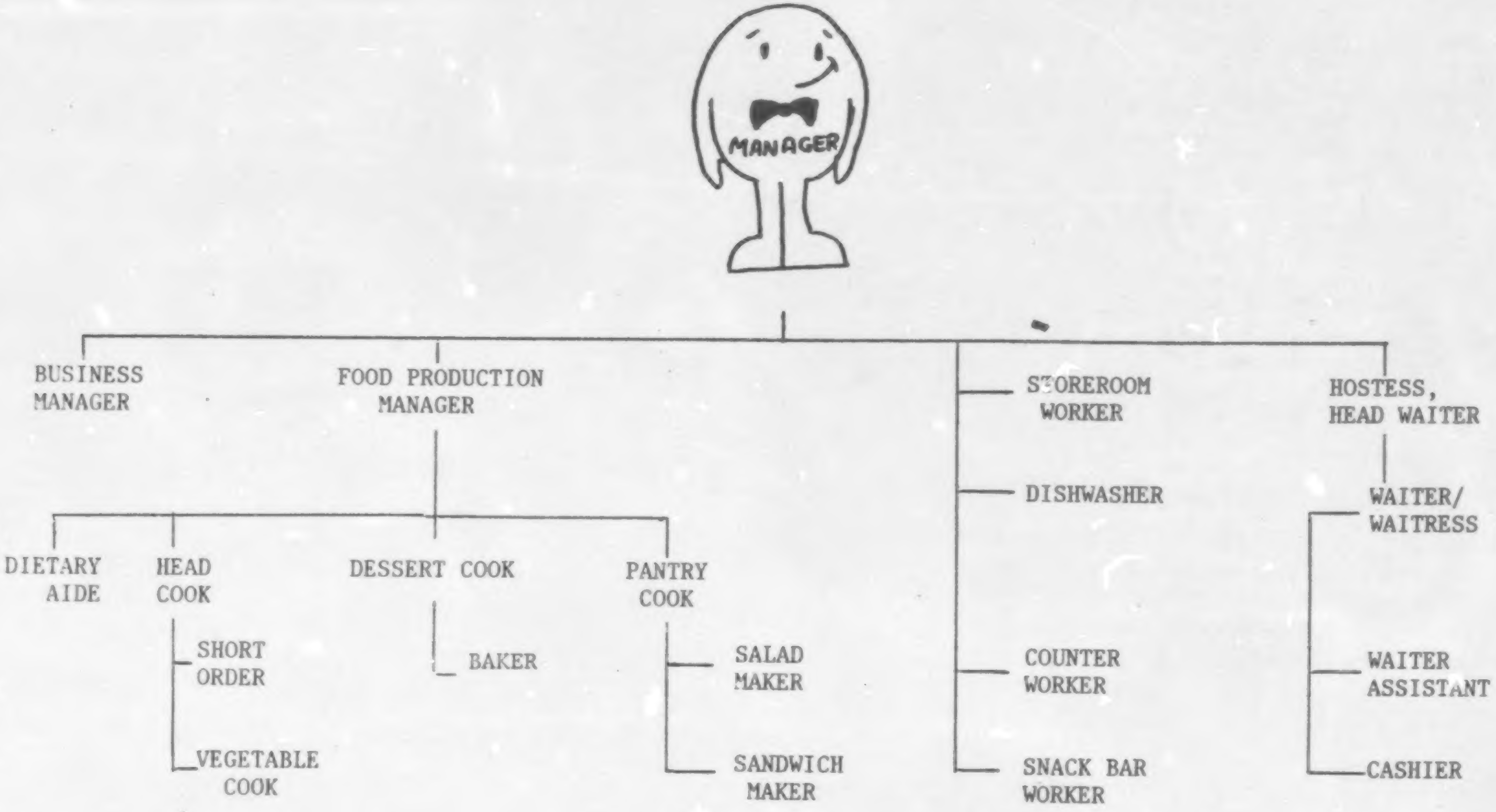
Restaurant Manager

Restaurant managers coordinate the entire operation of restaurants for efficient and courteous food service. (View line chart to get a better understanding of the responsibilities of a manager). They should be familiar with all the jobs in the restaurant. They are responsible for managing time, money, labor, food, and equipment.

An important aspect of the restaurant business is to serve top quality food to customers. To do this, it is essential that all supplies are available to prepare each item on the menu. It is also important to compute unit pricing in order to charge a reasonable and profitable price for menu items.



LINE OF EMPLOYMENT


MANAGER
BUSINESS MANAGER
FOOD PRODUCTION MANAGER
STOREROOM WORKER
HOSTESS, HEAD WAITER
DISHWASHER
WAITER/ WAITRESS
DIETARY AIDE
HEAD COOK
DESSERT COOK
PANTRY COOK
SHORT ORDER
BAKER
SALAD MAKER
COUNTER WORKER
WAITER ASSISTANT
VEGETABLE COOK
SANDWICH MAKER
SNACK BAR WORKER
CASHIER

INVENTORY

Assignment A

QTY.	SIZE	FOOD DESCRIPTION	PRICE PER CASE	UNIT PRICE

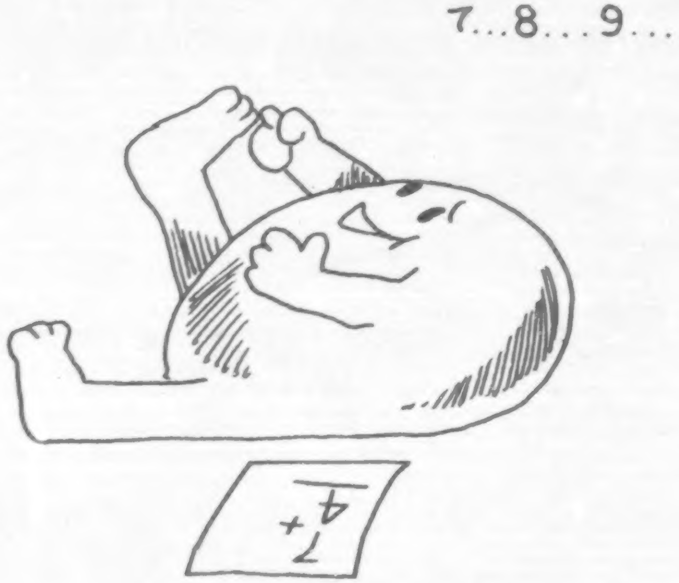
Assignment B

Compute the unit price for each food. Round off each figure to the nearest whole cent.

Item	Size of Pkg.	Amt. in Case	Price Per Case
Almond Extract	1-qt. bottle	1 bottle	$ 4.50
Apples	#10 can	6 cans	14.75
Bacon	1 lb.	1 lb.	1.79
Basil, dry	1-lb. can	1 can	6.50
Beans, dried navy	1 lb.	1 lb.	.65
Beans, kidney	#10 can	6 cans	12.00
Beans, string	#10 can	6 cans	10.55
Beef, bottom round	1 lb.		3.69
Beef, ground	10 lb.	10 lb.	16.90
Beef base	1-lb. can	12 cans	21.45
Butter, prints	1 lb.	30 lbs.	33.40
Bread crumbs	1 lb.	30 lbs.	9.00
Cabbage	head	med. head	.54
Carrots, canned	#10 can	6 cans	11.25
Celery	stalk	36 per crate	9.50
Chicken, fryer	whole	per pound	.59
Chicken base	1-lb. can	12 cans	21.50
Cheese, cheddar	1 lb.	1 pkg.	3.50
Cheese, parmesan	1-lb. jar	12 jars	34.20
Chili powder	14 oz. can	1 can	6.35
Choc. chips	2 lb. pkg.	12 pkg.	39.48
Cornstarch	1-lb. box	24 boxes	18.96

Item	Size of Pkg.	Amt. in Case	Price Per Case
Eggs	1 egg	1 dozen	.95
Flour, all purpose	100-lb. bag	100-lb. bag	20.85
Ginger	1 lb.	1 lb.	3.50
Ham, boneless	1 lb.		1.69
Lemons	1 lemon	1 doz.	1.00
Macaroni, uncooked	1-lb. box	1 box	.89
Margarine	1-lb. print	30 lbs.	25.50
Milk	qt.	1 gal.	2.19
Mushrooms	1 lb.		.99
Noodles	10-lb. box	10-lb box	12.20
Nuts	1-16 oz. pkg.	1-16 oz. pkg.	2.49
Oil, olive	1 gal. can	1 can	7.29
Oil, salad	1 gal. can	6 cans	36.00
Onions	25-lb. bag	1 bag	3.00
Parsley, dry flaked	.05 oz. can	1 can	.89
Peaches, canned	#10 can	6 cans	13.60
Peas, canned	#10 can	6 cans	9.90
Peppers, green	1 pepper	6 med.	.89
Pickles, sweet	1 jar	jar (20)	.89
Pork, lean ground	1 lb.	1 lb. pkg.	2.39
Pumpkin, canned	2 lb. can	1 can	1.59
Rice	10 lb. bag	10 lb. pkg.	6.45
Salt	1-lb. 10 oz. box	1 box	.31
Shortening	2-lb. can	1 can	3.25
Spaghetti	3 lb. box	1 box	3.29

Item	Size of Pkg.	Amt. in Case	Price Per Case
Sugar, brown	1-lb. box	24 boxes	$23.36
Sugar, granulated	100-lb. bag	1 bag	29.50
Sour cream	1-8 oz. pkg.	1 pkg.	.69
Tomatoes	#10 can	6 cans	12.80
Tomato juice	#10 can	6 cans	11.50
Tomato puree	#10 can	6 cans	10.85
Veal leg, boned	1 lb.		2.73
Yeast	3-¼ oz. pkg.		.59



QUANTITY

COST CONTROL FORM

Recipe: Chili Con Carne
Yield 100 portions
Portion Size: 6 oz. ladle

INGREDIENTS	WT. or MEASURE	TOTAL PRICE	RECIPE COST
Beef, ground	14 lb.		
Onions	3		
Flour, all purpose	12 T.		
Salt	6 T		
Pepper	2½ tsp.		
Chili Powder	5½ oz.		
Paprika	1 T. 2 tsp.		
Sugar	3 oz.		
Tabasco Sauce	½ tsp.		
Worcestershire Sauce	2 T		
Tomato Puree	1¼ gal.		
Kidney Beans	3-#10 cans		
Water	2 qts.		
		TOTAL COST	
		COST PER PORTION	

QUANTITY

COST CONTROL FORM

Recipe: Beef Stroganoff
Yield 100 portions
Portion Size: 4 oz.

INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Beef, round	10 lb.		
Flour	1-lb. 9 oz.		
Salt	2 tsp.		
Pepper	3 T. 1 tsp.		
Nutmeg	2 tsp.		
Margarine	2 lbs.		
Onions	2 lbs.		
Green peppers	1 lb.		
Beef base	2 oz.		
Water	1 qt.		
		TOTAL COST	
		COST PER PORTION	

QUANTITY

COST CONTROL FORM

Recipe: Minestrone Soup
Yield 100 portions
Portion Size: 6 oz.

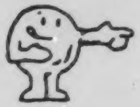
INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Beans, navy	2 lb.		
Water	to cover beans		
Salt	1 T. 1 tsp.		
Salt pork	12 oz.		
Garlic clove	3 med.		
Carrots, chopped	1 lb. 8 oz.		
Celery, chopped	1 lb. 4 oz.		
Cabbage, chopped	1 lb. 4 oz.		
Onions	3½ oz.		
Water	1¼ gal.		
Salt	¼ c. 1 T.		
Pepper	2 tsp.		
Potatoes	3 lbs.		
		TOTAL COST	
		COST PER PORTION	

QUANTITY

COST CONTROL FORM

Recipe: Choc. Chip Cookies
Yield 100 portions
Portion Size: 3/4 oz.

INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Shortening	13 oz.		
Vanilla	2 tsp.		
Sugar, granulated	12 oz.		
Sugar, brown	9 oz.		
Eggs	4		
Flour	1 lb. 4 oz.		
Soda, baking	2 tsp.		
Salt	2 tsp.		
Nuts	4 oz.		
Choc. chips	12 oz.		
		TOTAL COST	
		COST PER PORTION	



QUANTITY

COST CONTROL FORM

Recipe: Peach Cobbler
Yield 96 portions
Portion Size: 3 3/4 oz.

INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Peaches, canned	16 lb. 4 oz.		
Peach juice	2½ qts.		
Cornstarch	1 cup		
Water	2½ c.		
Sugar	3 lb. 14 oz.		
Salt	1¼ tsp.		
Nutmeg	2½ tsp.		
		TOTAL COST	
		COST PER PORTION	

QUANTITY

COST CONTROL FORM

Recipe: Swedish Meatballs
Yield 100 portions
Portion Size: 2 balls- 3 oz.

INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Margarine	17 oz.		
Flour			
Salt	3 tsp.		
Milk	28 oz.		
Water	1¼ ga. 2½ c.		
Mushrooms	2 cans		
Onions	3		
Beef, ground	11 lb.		
Pork, ground	3 lb. 8 oz.		
Bread crumbs	15 oz.		
Pepper	1¼ tsp.		
		TOTAL COST	
		COST PER PORTION	

QUANTITY

COST CONTROL FORM

Recipe: Macaroni and Cheese
Yield 96 portions
Portion Size: 5 oz.

INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Macaroni, elbow	3 lb. 12 oz		
Water, boiling	2 gal.		
Salad oil	½ c.		
Salt	¼ c.		
Margarine	2 lb.		
Flour	1 lb.		
Mustard	2 T. 2 tsp.		
Salt	2 T. 2 tsp.		
Water	1½ gal.		
Milk	1 lb. 8 oz.		
Cheese, cheddar	4 lb.		
Tabasco sauce	¼ lb.		
Worcestershire sauce	2 T.		
		TOTAL COST	
		COST PER PORTION	

QUANTITY

COST CONTROL FORM

Recipe: Pumpkin Custard Pie
Yield 96 portions
Portion Size: 8 per pie

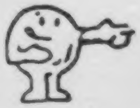
INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Sugar, granulated	2 lb. 12 oz.		
Salt	2 tsp.		
Cinnamon	1 T. 1¼ tsp.		
Ginger	2¾ tsp.		
Cloves	2¼ tsp.		
Nutmeg	2¼ tsp.		
Soda	½ tsp.		
Margarine	10 oz.		
Molasses	½ c. 2 T.		
Pumpkin, canned	1 gal.		
Water	1 gal.		
Milk, nonfat dry	1 lb.		
		TOTAL COST	
		COST PER PORTION	

QUANTITY

COST CONTROL FORM

Recipe: Chicken Tetrazzini
Yield 100 portions
Portion Size: 5 oz. #8 dipper

INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Chicken	8 lb. 8 oz		
Spaghetti	2 lb. 8 oz.		
Onions	2 oz.		
Margarine	14 oz.		
Flour, all purpose	8½ oz.		
Salt	2 T. 1½ tsp.		
Pepper	1 T. 1 tsp.		
Poultry Seasoning	1 T. 1 tsp.		
Chicken Stock	1¼ gal.		
Base, chicken	4 oz.		
Milk, evaporated	2½ qt.		
		TOTAL COST	
		COST PER PORTION	



QUANTITY

COST CONTROL FORM

Recipe: Brown & Serve Buns
Yield 108-110 buns
Portion Size: 2½ oz.

INGREDIENTS	WT. or MEASURE	MARKET COST	RECIPE COST
Yeast, dry	2 oz.		
Sugar, granulated	1 lb.		
Salt	3¼ oz.		
Milk, nonfat dry	8 oz.		
Flour, all purpose	4 lb.		
Water	2 qt. 2 3/4 c.		
Margarine	10½ oz.		
Flour	5 lb. 10 oz.		
		TOTAL COST	
		COST PER PORTION	

Name ______________________________

Occupational Cluster Hospitality - Manager, Food Service

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing Inventory Sheet					
Computing unit pricing					
Completing receipe cost control forms					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Meat Cutter DOT CODE: 316.684-018

DUTIES:

Meat cutters prepare meat, fish, and poultry in supermarkets or wholesale food outlets for sale to consumers. Meat arrives to the meat cutters from central distributors or meat-packing plants in animal quarters or carcasses. Meat cutters then divide quarters into primal cuts, such as rounds, loins, and ribs, with a band saw. Then they use knives to separate these large cuts into serving-size portions, such as steaks, roasts, and chops. Boneless cuts are divided by knives, slicers, or power cutters. Pieces with bones are divided by knives, slicers, or power cutters. Meat cutters may also prepare sausage and corned beef. Cutters for retail food stores may be required to stock meat display cases and assist customers in meat selections.

WHERE EMPLOYED:

Meat cutters are employed in almost every city and town in the country. Most meat cutters work in retail food stores. A few work in wholesale stores, restaurants, hotels, hospitals, and other institutions.

EMPLOYMENT OUTLOOK:

The number of meat cutters is expected to decline slightly through the 1980's. Entry level jobs will be available as experienced workers retire, die, or leave the occupation for other reasons. Employment of meat cutters in food stores will be limited by central cutting. More central cutting is expected to be done in meatpacking plants, thus reducing the amount of meat cut in food stores.

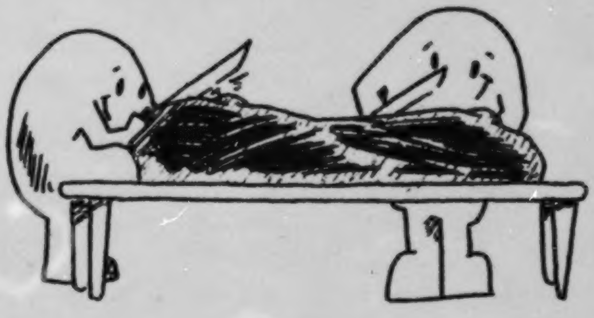
EDUCATION AND TRAINING: Meat cutters receive their training on the job. Although many are informally trained, most learn through apprenticeship programs. A few meat cutters learn their skills by attending private schools specializing in the trade. On-the-job trainees usually begin by doing such things as removing bones and fat from retail cuts. Through observation and guidance from skilled meat cutters, they learn about the various cuts and grades of meats and the proper use of tools and equipment. After mastering the use of tools, they learn to divide quarters into primal cuts and then divide primal cuts into individual portions. Meat cutters who learn the trade through apprenticeship programs generally complete two years of supervised on-the-job training that may be supplemented by classroom work. At the end of the training period, apprentices are given a meatcutting test which is observed by their employer. Apprentices who pass the exam qualify as meat cutters. Those who fail may repeat the exam at a later time.

SPECIAL QUALIFICATIONS: Meat cutters should possess manual dexterity, good depth perception, color discrimination, and good eye-hand coordination. A pleasant personality, a neat appearance, and the ability to communicate clearly are important qualifications when cutters wait on customers. Strength is needed to lift heavy pieces of meat. A health certificate may be required for employment.

EARNINGS AND ADDITIONAL BENEFITS: Hourly earnings of most meat cutters average around $9. Meat cutters working in larger cities have a tendency to earn more than those in smaller cities. Among grocery store occupations, meat cutters have the highest wages. Beginning apprentices usually receive between 60 to 70 percent of the experienced cutter's wage and generally receive increases every six months.

WORKING CONDITIONS AND LIFESTYLES:

Meat cutters work in cold rooms designed to prevent meat from spoiling. The low temperatures combined with the need to stand for long periods of time and lift heavy pieces of meat demands physical strength and stamina. Meat cutters also must be careful when working with sharp tools, especially those that are powered. Health and safety standards require clean and sanitary work area. Some weekend work may be necessary. However, the majority of meat cutters work a five-day, 40-hour week.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Meat Cutter	316.684-018
Meat Cutter Apprentice	316.684-022
Butcher, Meat	316.681-010
Carver	316.661-010

OCCUPATIONAL TASK: Exploring activities of a meat cutter

OCCUPATIONAL COMPETENCY: Identifying beef and pork wholesale and retail cuts

RESOURCES and/or MATERIALS

1. Standard beef charts
2. Standard pork charts (Charts may be ordered from:
   National Live Stock and Meat Board
   444 N. Michigan Avenue
   Chicago, IL 60611)
3. One deck of cards for every two students

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize wholesale and retail cuts of meat.
2. Better understand activities performed by meat cutters.

LEARNING ACTIVITIES

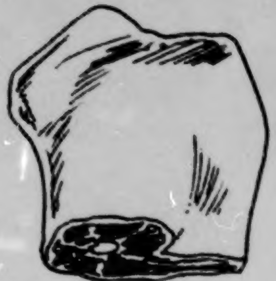
1. Study and discuss pork and beef charts as a class.
2. Discuss the importance of knowing these parts as a meat cutter.
3. Play an "Old Maid" card game.

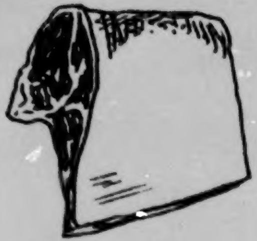
(Each two students will play the "Old Maid" card game, matching a title card with the cut of meat. There will be one card which will not be a cut of meat; this card serves as the "Old Maid" for the deck. The player that ends without the "Old Maid" is the winner.)

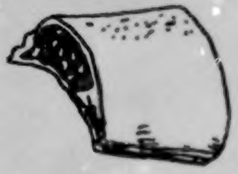
EVALUATION PROCEDURES

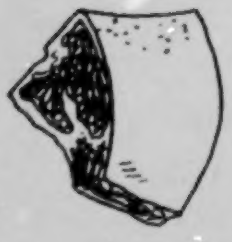
Your evaluation will consist of:

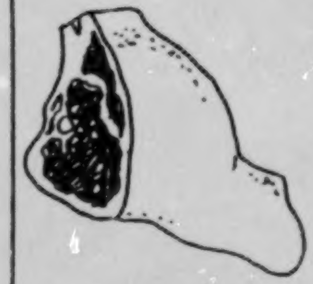
1. Participating in card game.
2. Completing the Student Attitude Sheet.

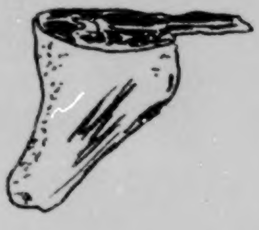


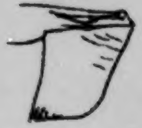


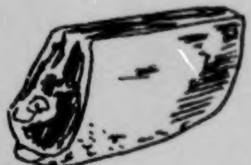


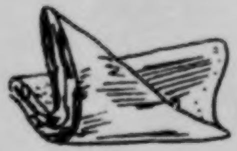


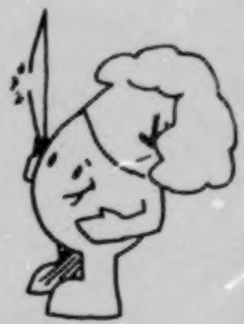












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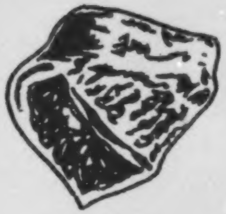
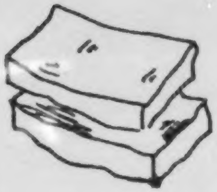
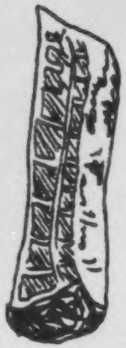
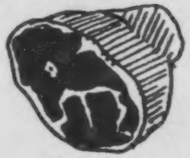
CHUCK	RIB	SHORT LOIN	SIRLOIN	ROUND
FORE SHANK	BRISKET	SHORT PLATE	FLANK	
217			218	

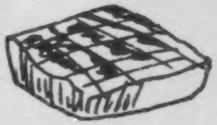
197

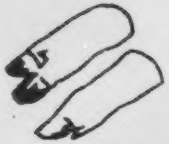


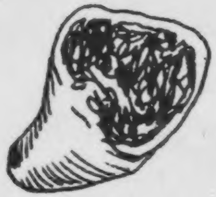


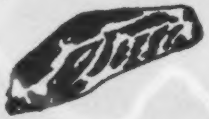


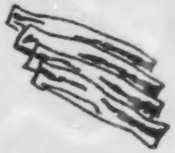












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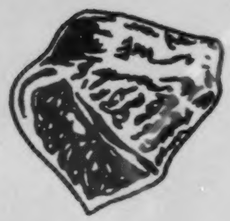
220

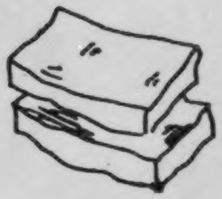
BOSTON SHOULDER	FAT BACK	LOIN	LEG (FRESH OR SMOKED HAM)	SMOKED JOWL
PIG'S FEET	PICNIC SHOULDER	SPARERIBS	BACON	
221			222	

KEY

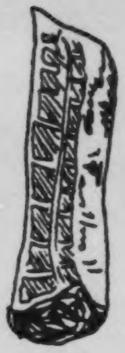
CARD GAME



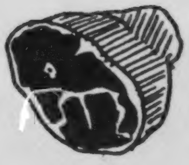
BOSTON SHOULDER



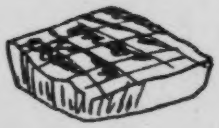
FAT BACK



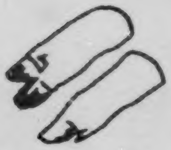
LOIN



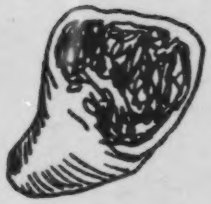
LEG
(FRESH OR SMOKED HAM)



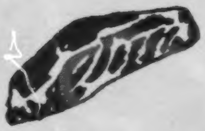
SMOKED JOWL



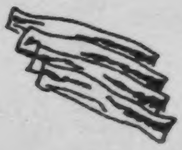
PIG'S FEET



PICNIC SHOULDER

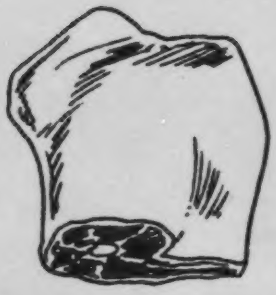


SPARERIBS

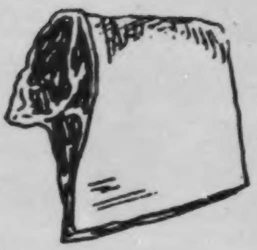


BACON

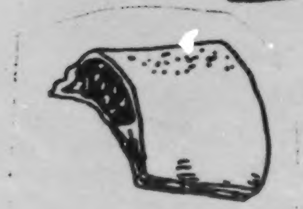
KEY
CARD GAME



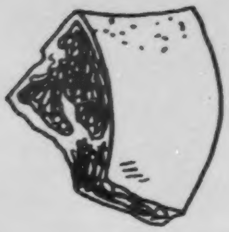
CHUCK



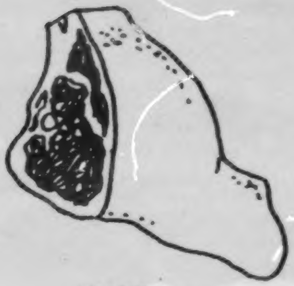
RIB



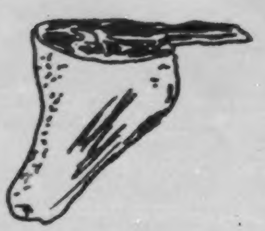
SHORT LOIN



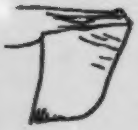
SIRLOIN



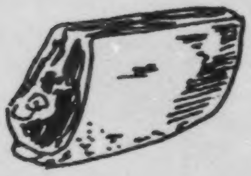
ROUND



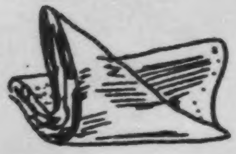
FORE SHANK



BRISKET



SHORT PLATE



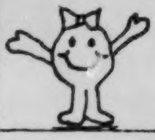
FLANK

Name ______________________________

Occupational Cluster Hospitality - Meat Cutter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Discussing Pork and Beef Charts					
Playing Old Maid Card Game					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

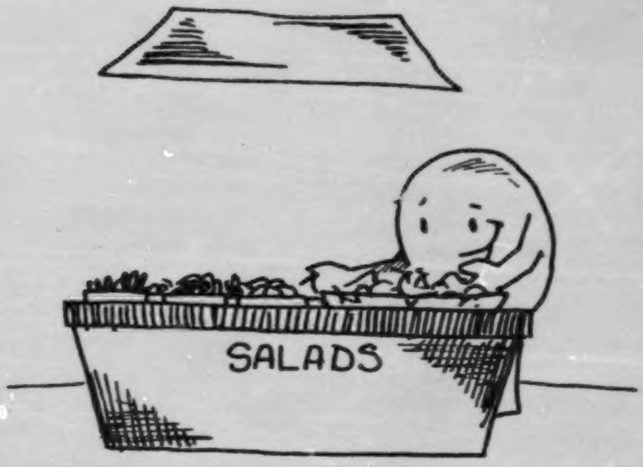
Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Salad Maker   DOT CODE: 317.384-010

DUTIES:	A salad maker has responsibilities of preparing meat, vegetable, and fruit salads and setting up a salad bar. S/he prepares cold sandwiches and hors d'oeuvres. Cleaning duties may also be included in the job of salad maker.
WHERE EMPLOYED:	Possible places of employment as salad makers may be found in restaurants, cafeterias, hospitals, correctional facilities, and/or schools.
EMPLOYMENT OUTLOOK:	The demand for food service persons is expected to be excellent throughout the 1980's. Population increases and the growing number of women in the work force have resulted in more people choosing to eat in restaurants. Because of this, restaurant operations are expected to expand rapidly, thus offering more opportunities for employment.
EDUCATION AND TRAINING:	On-the-job training as salad makers may be obtained in most places of employment. Requirements may vary from one restaurant to another depending on its size. Many high schools as well as vocational/technical schools offer courses which would be beneficial to persons aspiring to work as salad makers.
SPECIAL QUALIFICATIONS:	Salad makers should be able to work quickly under pressure, have physical stamina, and possess an artistic flair and creative talents in working with food. In addition to these strengths, one should be willing to work early morning shifts. A health

	certificate is also required for this job.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings may range from $3.40 to $4.50 or more an hour. Benefits will vary from employer to employer. Most places furnish hospital insurance, workmen's compensation, and life insurance.
WORKING CONDITIONS AND LIFESTYLES:	Working conditions are usually in modern well-lighted, well-equipped, and ventilated kitchens. The art of cookery provides many opportunities for self expression and the expression of creative talents.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Salad Maker	317.384-010
Cook Helper	317.687-010
Sandwich Maker	317.684-018

OCCUPATIONAL TASK: Learning the job of salad maker

OCCUPATIONAL COMPETENCY: Making a salad

RESOURCES and/or MATERIALS

1. Information Sheet on salad maker.
2. Ingredients necessary for salad.
3. Worksheet A.
4. Information Sheet on preparing garnishes.

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize the job details pertaining to salad maker.
2. Discuss the importance of working in the food service industry.

LEARNING ACTIVITIES

1. Observe a person who is employed as a salad maker as s/he demonstrates various techniques used in the job.
2. Complete Worksheet A on preparing a salad.
3. Read and discuss Information Sheet on garnishes.
4. Participate in discussion related to importance of including garnishes on salad.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Observing resource person at work site.
2. Completing worksheet on salad preparation.
3. Reading Career Information Sheet.
4. Participating in class discussion on garnishes.

Worksheet A

Preparation of Carrot Salad

Utensils Needed

grater

strainer

medium bowl

mixing spoon

Ingredients Needed

3 large carrots

½ cup raisins

½ cup pecans

½ cup coconut

1 16 oz. can pineapple chunks

1 cup sour cream

Procedure

Grate carrots, break pecans into small pieces, drain pineapple chunks. Combine all ingredients and mix well.

Before placing on salad bar, garnish with a smiley face made from ½ of a pineapple ring for smile and 2 raisins for the eyes.

Information Sheet

Garnishes

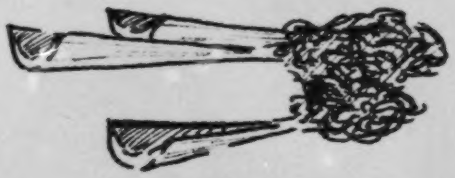
Be sure to try these sprightly garnishes to zip up a sandwich, add color to a salad, or decorate hors d'oeuvres.

Carrots

Curls - Use large fat carrots to make these. They should be fresh and at room temperature. Peel carrot; then cut off a lengthwise slice that is ¼ to ½ inch thick at the top. This gives a broad flat surface with a generous showing of lighter-colored core. Using a vegetable peeler, cut thin strips from the flat surface, starting at the tip end. Strips sometimes curl themselves; if not, curl around finger and fasten with a toothpick. Drop into cold water and refrigerate for several hours, or put in bowl of ice water for 1 hour before serving.

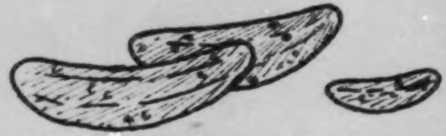
Celery

Curls - Cut celery into ½ inch lengths. With a sharp knife cut one end of the piece of celery into thin slices. Place in ice water to crisp and curl. Scallions may be cut in the same way.



Cucumbers

Fluted slices - Run the tines of a fork down the length of the cucumber so that the entire surface is scored. Cut into thin slices and crisp in ice water. This can be done with peeled and unpeeled cucumbers.



Onions

Rings - Peel onion and cut into thin slices. Separate into rings and use raw or dip into batter and deep fry.

Radishes

Doublecut - Cut circles from tip and 4 sides of radish. Make parallel cuts, on sides to form 4 petals. Put in a bowl of ice water.

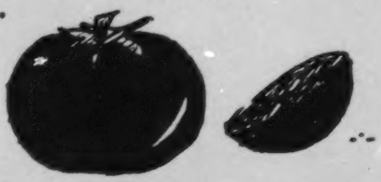
Fan - Make thin parallel cuts, not quite to stem end, on long oval radish. Let stand for about 30 minutes at room temperature. Spread fanlike. Crisp in ice water before serving.

Rose - Use firm, oval-shaped radishes of a good size. Using a sharp knife with a thin point, thinly slice the outer red skin into petals. Place in ice water and the petals will fan out during chilling. The white inside part of the radish may be cut flat and a coil of pimento strips used for the inside of the rose.

Tulip - Make cuts through peel only from tip to stem around radish. Cut peeling back to make petals. Put in bowl of ice and water.

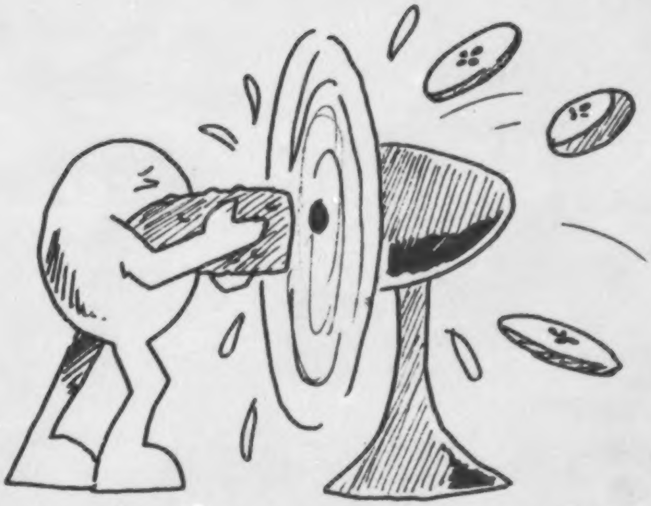
Tomatoes

Cups - Make zigzag diagonal ½ inch cuts into the side of the tomato all the way around the center of the tomato. Pull apart. May be used as is or scooped out and filled. Cut off a thin slice from top and scoop out pulp for a larger and deeper tomato cup. It may be necessary to remove a thin slice from the bottom to keep the tomato steady on the plate, or cut tomato, peeled or unpeeled into wedges, leaving them joined at the bottom. Spread open and fill as desired.



Pickle fans - Thinly slice medium-size sweet pickle lengthwise to within 3/4 inch of the end. Spread to form fan.

Sliced vegetables - Thinly slice 1 inch pieces of carrot, cucumber, or whole radishes to within 1/8 inch of opposite side. Put in ice water for several hours to open.



CAREER INFORMATION SHEET

JOB TITLE: Waiter/Waitress **DOT CODE:** 311.137-022

DUTIES:

Waiters and waitresses take customers' orders, serve food and beverages, make out guest checks, and sometimes take payments. Waiters/waitresses may have duties other than waiting on tables. They set up and clean tables and carry dirty dishes to the kitchen. They may combine waiting on tables with counter service, preparing sandwiches, or cashier duties.

WHERE EMPLOYED:

Jobs are located throughout the country in restaurants, hotels, colleges, and factories that have restaurant facilities. The jobs are most plentiful in large cities and tourist areas. Job opportunities may also be in deluxe restaurants featuring decor and classical cuisine, cafeterias featuring variety and lower prices, specialty houses featuring extremely popular items, and drive-ins offering quick service.

EMPLOYMENT OUTLOOK:

Job openings are expected to be plentiful in the years ahead, mainly due to the need to replace the waiters and waitresses who find other jobs, retire, die, or stop working for other reasons. Employment of waiters/waitresses is expected to grow about as fast as the average for all occupations through the 1980's, as population growth and higher incomes create more business for restaurants. Beginners may find their best opportunities for employment in the thousands of informal restaurants. Those who seek jobs in formal restaurants may find keen competition for the jobs that become available.

EDUCATION AND TRAINING: Most employers prefer to hire applicants who have had at least 2 to 3 years of high school. A person may start as a waiter or waitress, or advance to that position after working as a dining room attendant, car hop, or soda fountain worker. Although most waiters/waitresses develop skills on the job, at least 3 months' experience is preferred by larger restaurants and hotels. Public and private vocational schools, restaurant associations, and some large restaurant chains provide classroom training. Some employers use self-instruction programs to train new employees. In these programs, an employee learns food preparation and service skills by observing filmstrips and reading instructional booklets.

SPECIAL QUALIFICATIONS: Waiters and waitresses should have a neat appearance, an even disposition, and good physical stamina. Arithmetic skills are essential because of the many figures they deal with each day. Some states require waiters/waitresses to obtain a health certificate which shows they are free of contagious diseases.

EARNINGS AND ADDITIONAL BENEFITS: Tips may be expected in addition to an hourly wage which is determined by the employer. Tips could range from 10 to 20 percent of the guest check, and many waiters/waitresses make more money in tips than in hourly wages. Additional benefits may include meals and uniforms furnished.

WORKING CONDITIONS AND LIFESTYLES: Holiday, weekend, and split shift work may be required. Long working hours are sometimes necessary and may be very tiring. Waiters/waitresses are on their feet the majority of the working hours and may carry heavy trays. Frustrating situations may occur during the rush hours.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

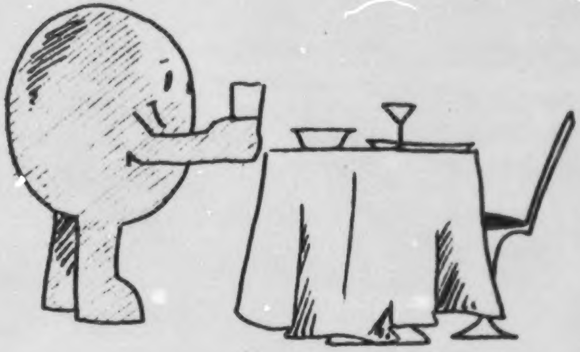
OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

Waiter/Waitress	311.137-022
Dining Room Attendant	311.677-018
Food Counter Worker	311.477-014
Hostess	311.137-010

OCCUPATIONAL TASK: Exploring the job of a waiter/waitress

OCCUPATIONAL COMPETENCY: Taking a customer's order and setting a table



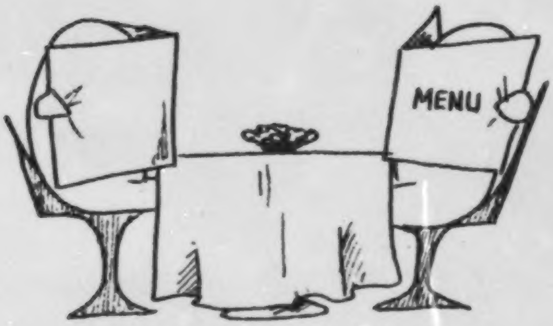
RESOURCES and/or MATERIALS

1. Table Setting Information Sheet
2. Worksheet A - Guest check and menu
3. Worksheet B - Guest Check and Sales Tax Exercise
4. Worksheet C - Waitress Personality Sheet
5. Student Attitude Sheet
6. Dishes (flatware and glassware)

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand table setting procedures.
2. Complete a customer's check and compute taxes.
3. Determine your interest in the work performed by a waiter/waitress.



LEARNING ACTIVITIES

1. Read Table Setting Information Sheet and view a drawing of a cover for one person.
2. Role play a waiter/waitress occupation by taking a customer's order. The student will use a guest check and supplied menu to take the customer's order (Worksheet A).
3. Demonstrate how to properly set the table and simulate serving the customer.
4. Tabulate the guest check and the sales tax (Worksheet B).
5. Complete Waitress Personality Sheet (Worksheet C).
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in table setting and role-play activities.
2. Completing Worksheets A, B, and C.
3. Completing the Student Attitude Sheet.

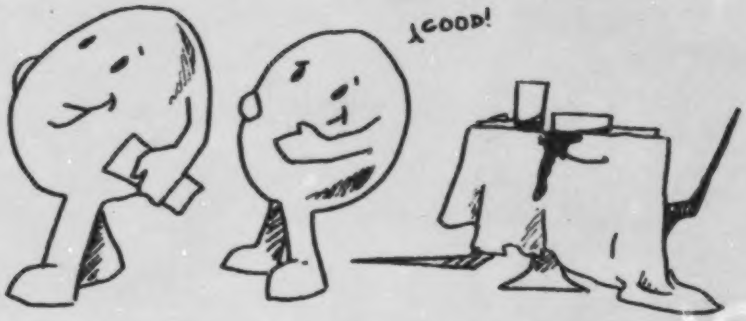
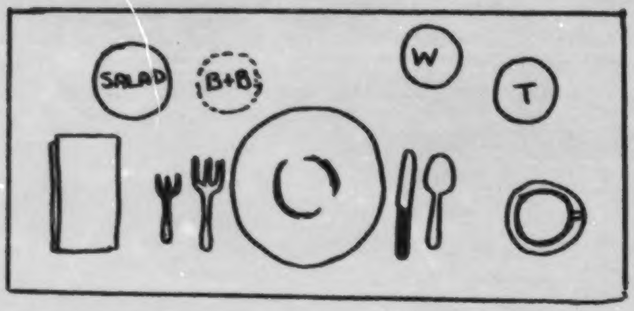


TABLE SETTING INFORMATION SHEET



1. A COVER: All the equipment necessary for one person to eat.
2. Allow 20 to 24 inches at the table for each cover.
3. All items are set one inch from the table.
4. Place the knife on the right of the plate, cutting edge toward plate.
5. Place the spoon on the right of the knife, bowl upward.
6. Place the soup spoon to the right of the teaspoon, when needed.
7. Place the dinner fork to the left of the plate with tines upward.
8. Place the salad fork to the left of the dinner fork.
9. Place the napkin to the left of both forks.
10. The open corner of the napkin should be at the right corner so the guest can pick it up easily.
11. Place the water glass at the tip of the knife.
12. Place the bread and butter plate at the tip of the dinner fork.
13. Place the salad bowl to the left and downward from the bread and butter plate.
14. Place any additional beverages downward and to the right of the water glass. If coffee is served the handle should be turned to the right.
15. All silverware should be arranged from the outside to the inside according to its use.

WORKSHEET A

When taking a customer's food order, the following procedures should be practiced:

1. Greet guests in a friendly manner, with a smile, and assist in any manner which would be appropriate, i.e., bring a high chair for a child, help elderly people or handicapped persons to get seated safely.

2. Open the menus and place them from the left directly in front of each guest.

3. Immediately bring or fill glasses with iced water for each guest.

4. Be familiar with your menu and check for daily items or specials.

5. Have a good sharp pencil and use neat, legible handwriting when writing a guest check.

6. Take each order on your food order pad. When guests are at tables, stand at the host's left, if possible.

7. Number each order according to the table and customer to aid in serving food to the proper guest.

8. Write all food items clearly and neatly.

9. Spell all food items correctly and/or use the correct abbreviations.

10. Price each food item correctly and place after each item ordered.

11. Listen attentively; write the orders fully, making sure the order is not confused. Quietly read the order back to the customer to ensure correctness.

12. Total the guest check.

13. Calculate the sales tax and add the total bill.

14. Present the customer's check upside down and on his/her left.

WORKSHEET A

Restaurant Guest Check

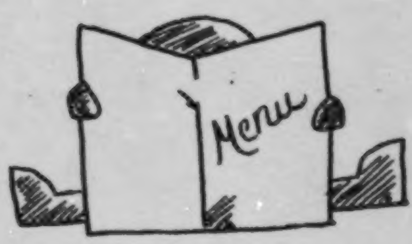
Server____

Table No. ___________

No. of Guests _____________

Subtotal		
Tax		
Total		

LUNCHEON MENU



SANDWICHES

Hamburger	.80	Bar-B-Que	.95
Cheeseburger	.85	Whirlibird	.80
Hot Dog	.55	Tuna Fish	.75
Hot Dog/Chili	.75	B L T	.90
Roast Beef	1.10	Lettuce and Tomato	.85
Country Ham	1.50	Cheese	.50
Ham and Cheese	1.25	Grilled Cheese	.65
Ham and Egg	1.00	Egg	.70

SALADS

Tossed Salad with Dressing	.80
Lettuce and Tomatoes with Dressing	.55
Pear or Pineapple with Cheese	.85
Fruit Jello Salad	.50
Coleslaw	.35

DRINKS

Milk	.30
Hot Tea	.35
Milkshake	.85
Soda	.45

DESSERTS

Ice Cream	.40
Homemade Pie	.65
Sundae	.55

WORKSHEET B

Guest Check and Sales Tax Exercise

Test your mathematical ability by figuring the total for the guest check and the correct amount of sales tax for the total bill. The following information should help you in solving these exercises.

The current sales tax in West Virginia is 5% on the dollar. Taxes increase as indicated below.

.00-.05 = .00
.06-.20 = .01
.21-.40 = .02
.41-.60 = .03
.61-.80 = .04
.81-1.00 = .05

For example: To determine the tax on $1.10 at 5% (5 cents on the dollar) multiply 1.00 x .05 = .05 + .01 = .06

$1.10
+.06
$1.16 Total

Compute the following guest checks.

Guest Check A
$1.00
2.00
.15
.35
2.10
.65
_____ Subtotal
_____ 5% Tax
$_____ Total

Guest Check B
$9.95
7.00
.35
4.35
10.25
.50
_____ Subtotal
_____ 5% Tax
$_____ Total

Guest Check C
$3.25
7.50
9.25
1.05
.60
.45
_____ Subtotal
_____ 5% Tax
$_____ Total

Guest Check D
$9.50
10.10
1.50
.45
2.15
11.25
_____ Subtotal
_____ 5% Tax
$_____ Total

You may want to check your answers with an adding machine or calculator.

WORKSHEET B - KEY

Guest Check and Sales Tax Exercise

Sales Check A

$6.25 Subtotal
.32 Tax

$6.57 Total

Sales Check B

$32.40 Subtotal
1.62 Tax

$34.02 Total

Sales Check C

$22.10 Subtotal
1.11 Tax

$23.21 Total

Sales Check D

$34.95 Subtotal
1.75 Tax

$36.70 Total

WAITRESS PERSONALITY SHEET

WORKSHEET C

To be a successful waitress, you may have to cope with the fast-moving demands of your job without letting them affect you.

HOW DO YOU KNOW IF YOU CAN HANDLE IT?

RATE YOURSELF: 5 always; 4 most always; 3 sometimes
2 seldom; 1 never

1. I enjoy meeting new people, even if I know that I may never see them ________
2. I can perform several tasks at the same time without getting confused. ________
3. I lose my temper easily. ________
4. I become visibly upset over my personal problems. ________
5. I can be on my feet for hours at a time without getting tired. ________
6. I can be sincere and honest with the people I work with. ________
7. I can accept criticism without becoming upset. ________
8. I can remain cheerful when the situations get rough. ________

WORKSHEET C

Waitress Personality Sheet

To be a successful waitress, you may have to cope with the fast-moving demands of your job without letting them affect you.

HOW DO YOU KNOW IF YOU CAN HANDLE IT?

RATE YOURSELF: 5 always; 4 most always; 3 sometimes
2 seldom; 1 never

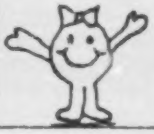
1. I enjoy meeting new people, even if I know that I may never see them again. ________
2. I can perform several tasks at the same time without getting confused. ________
3. I lose my temper easily. ________
4. I become visibly upset over my personal problems. ________
5. I can be on my feet for hours at a time without getting tired. ________
6. I can be sincere and honest with the people I work with. ________
7. I can accept criticism without becoming upset. ________
8. I can remain cheerful when the situations get rough. ________

Name ______________________________

Occupational Cluster Hospitality - Waiter/Waitress

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Roleplaying a waiter/waitress					
Serving the customer					
Setting the table					
Tabulating the check					
Completing the Waitress Personality Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Wine Steward/Stewardess DOT CODE: 310.357-010

DUTIES: In Europe and in eating places in this country, the sommelier, or wine steward selects, requisitions, stores, sells, and serves wine in restaurants. They also keep inventory and order wine to replenish stock. They store the wines on racks or shelves. The wine stewards supervise the bartenders, who must be able to mix all popular drinks.

WHERE EMPLOYED: They are employed in restaurants, bars, hotels, and private clubs. Most work in the urban population centers of New York, California, and other large states. However, some are employed in small communities and vacation resorts.

EMPLOYMENT OUTLOOK: Employment for wine stewards/stewardesses is expected to increase due to the need to replace those who retire, die, or leave the occupation for other reasons. The demand will increase as new restaurants, hotels, etc. open in response to population growth and as the amount spent on food and beverages outside the home increase. Higher average income and more leisure time will allow people to go out more often for dinner or cocktails, and to take more vacations.

EDUCATION AND TRAINING: Most wine stewards learn their trade on the job. Some private schools offer short courses which include instruction on state and local laws and regulations, cocktail recipes, attire and conduct, etc. Some of the schools help their graduates find jobs.

SPECIAL QUALIFICATIONS:	Generally they must be 21 years of age and some employers prefer those who are 25 or older. Some states require health certificates assuring they are free from contagious diseases and in some instances they must be bonded. They should be trained to know the names and characteristics of the various wines offered. They need to be trained in the art of pouring and serving wines. They should have the training to suggest different tasty wines with meals.
EARNING AND ADDITIONAL BENEFITS:	Hourly earnings range from $5 to $10. Besides wages, they may receive tips that could increase their earnings. They usually get free meals and their uniforms may be furnished for them.
WORKING CONDITIONS AND LIFESTYLES:	Usually wine stewards work more than 40 hours a week. They also may work nights, week-ends, and/or split shifts. The opportunity to talk to customers and the possibility of someday owning their own business may offset the disadvantages. It is also an opportunity for some people to work part time. People working in these capacities should have pleasant personalities and be neat and clean in personal appearance because of their dealing with the public. Since they may be standing for long periods of time while they work, they need physical stamina.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Food Service

REPRESENTATIVE JOB TITLES:

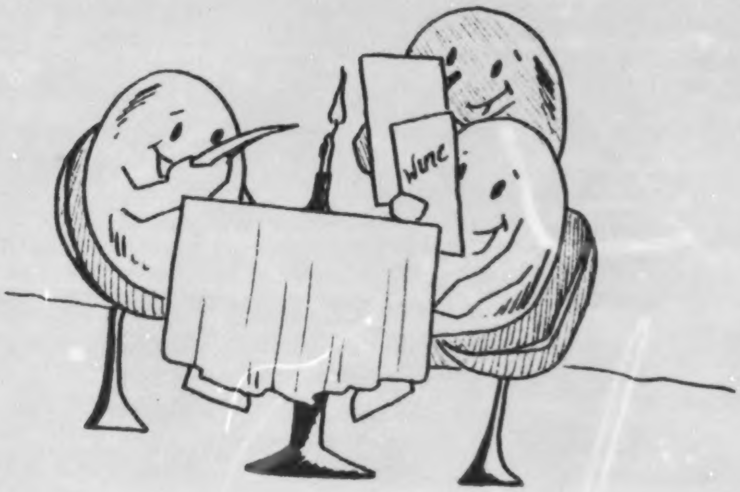
Wine Steward/ Stewardess	310.357-010
Steward/Stewardess	310.137-018
Kitchen Supervisor	310.137-014
Analyst, Food and Beverage	310.267-010

OCCUPATIONAL TASK: Exploring duties of a sommelier

OCCUPATIONAL COMPETENCY: Learning different types of services provided

RESOURCES and/or MATERIALS

1. Information Sheet
2. Activity Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more familiar with the responsibilities of a wine steward/stewardess.
2. Discuss reasons you may or may not be interested in this type job.

LEARNING ACTIVITIES

1. Read and discuss Information Sheet.
2. Role playing.
3. Complete the Activity Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing Activity Sheet and submitting it to the instructor.
3. Participating in role playing situations.

INFORMATION SHEET

Wine stewards/stewardesses wear a decorative chain around their neck bearing the symbolic key to the wine cellar, provide assistance to customers in their selections, and take their orders. But in most American eating places, reliance for wine sales is more commonly placed upon waiters and/or waitresses.

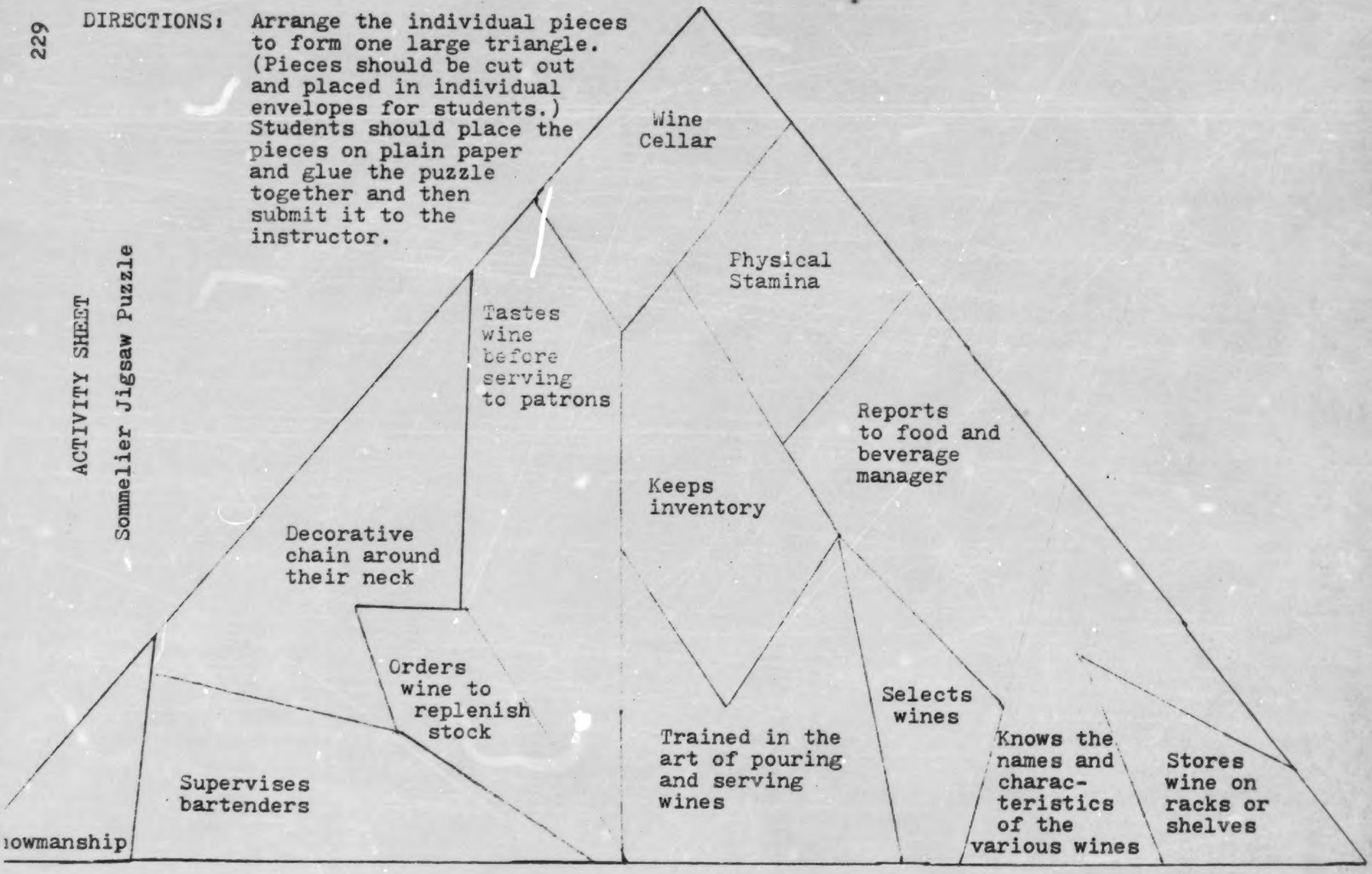
Wine stewards report to food and beverage managers. They are responsible for storing and issuing wines and liquors, preparing and serving of mixed drinks, and requisitioning or ordering of beverages. They also supervise bartenders.

They may discuss different varieties of wine with patrons and render assistance while patrons are involved in making wine selection. Thus, they may have to apply knowledge of wines, taste wines prior to serving, and serve wines to patrons.

ACTIVITY SHEET

Sommelier Jigsaw Puzzle

DIRECTIONS: Arrange the individual pieces to form one large triangle. (Pieces should be cut out and placed in individual envelopes for students.) Students should place the pieces on plain paper and glue the puzzle together and then submit it to the instructor.


Wine Cellar
Physical Stamina
Tastes wine before serving to patrons
Reports to food and beverage manager
Keeps inventory
Decorative chain around their neck
Orders wine to replenish stock
Selects wines
Trained in the art of pouring and serving wines
Knows the names and characteristics of the various wines
Stores wine on racks or shelves
Supervises bartenders
owmanship

CAREER INFORMATION SHEET

JOB TITLE: Apartment House Manager **DOT CODE:** 186.167-018

DUTIES: The apartment house manager has varied responsibilities. S/he serves as a liaison between the owner of the apartment house and the tenants. The duties may include receiving rental applications; interviewing prospective tenants; completing rental agreements; collecting rent and depositing it in banking accounts; and/or hiring and firing employees for gardening, repairs, painting, cleaning, and renovations. The apartment house manager usually maintains an office with a secretary. Bookkeeping duties are frequently included with this occupation.

WHERE EMPLOYED: Apartment house management positions tend to be more readily available in larger cities where apartment living has become a popular life style. The apartment complexes which contain from four to several hundred rental units are those who employ managers, generally resident managers who receive rent free as part of their benefits.

EMPLOYMENT OUTLOOK: The increased number of apartment complexes all over the country and the expectation of this trend to continue offers an anticipation of an increase in opportunities in the 1980's.

EDUCATION AND TRAINING: A person expecting to have a career in apartment house management should have at least a high school diploma. Courses in this field are frequently offered at area vocational schools, night and adult education facilities,

	and community colleges. Experiences in any area of apartment house operations would be beneficial. One may work his/her way up from secretary or clerk into the management position.
SPECIAL QUALIFICATIONS:	A desire to cooperate and work well with others is a most important quality for an apartment house manager to possess. The ability to manage time and arrange for others to manage theirs is important. Using his/her own judgment and having confidence in him/herself to make important decisions are qualities that should be possessed in this occupation.
EARNINGS AND ADDITIONAL BENEFITS:	The earnings of an apartment house manager will vary due to the different size of complexes and the responsibilities held in different locations. A base salary may be around $12,000 depending on benefits included with salary. The salary may increase with experience and the size of the apartment complex. Benefits may include rent free housing, a pension plan, social security, an opportunity to use all facilities available, vacations with pay, sick leave, and/or health insurance.
WORKING CONDITIONS AND LIFESTYLES:	An apartment house manager works basically in an office setting with a clerk or secretary providing assistance. S/he also supervises activities outdoors and throughout the building. Extra hours may be necessary if tenants need to move in or out of the building outside of office hours.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodging

REPRESENTATIVE JOB TITLES:

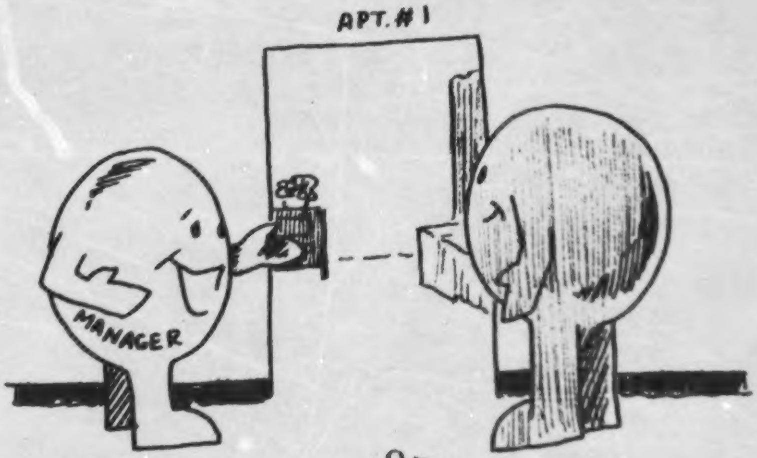
Apartment House Manager	186.167-018
Housing Project Manager	186.167-030
Land Leases and Rentals	186.167-038
Property Manager	186.167-046
Land Development Manager	186.117-042

OCCUPATIONAL TASK: Exploring management careers

OCCUPATIONAL COMPETENCY: Completing a rental contract

RESOURCES and/or MATERIALS

Worksheet A - Application For Apartment Rental



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the variety of duties expected of apartment house managers.
2. Relate to personal attributes and skills desirable in an apartment house manager.
3. Determine your interest in a management career.

LEARNING ACTIVITIES

1. Discuss orally personal attributes and skills desired in an apartment house manager.
2. List on chalkboard personal attributes and skills desired in an apartment house manager.
3. Complete Worksheet A.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing Worksheet A.

WORKSHEET A

PEEP COMPANY INCORPORATED

Application For Apartment Rental

The following information must be completed in full. It should be typewritten or printed with ink.

Name ________________________ Desired move in date _________
Last First Middle

Date of Birth _______________ Social Security No. __________

Marital Status: ___ Never been married ___ Married
___ Divorced ___ Separated ___ Widowed

Spouse's Name ____
(Show former spouse if divorced or separated)

Date of Birth _______________ Social Security No. __________

No. of Adults who will occupy Apt. ___ Children ___ Pets ___

Names of Children:	Age
____________________________	___
____________________________	___
____________________________	___

Description of Pets ___________________________________
____

RESIDENCE HISTORY

Present Address ______________________ Telephone No. _______

Present Landlord ______________________________________

Reason for leaving: ___________________________________
____

EMPLOYMENT AND BANK REFERENCES

Present Employer ______________________________

Address ______________________________

Spouse's Employment ______________________________

____

Address ______________________________ Phone ________

____

____

Bank Reference ______________________________

Address ______________________________

NOTES

(For office use only)

(   ) Approved (   ) Disapproved

Date ____________________

By ____________________

CREDIT AND CHARACTER REFERENCES

List 3 credit references

____________________ Address ____________________

____________________ Address ____________________

____________________ Address ____________________

List 2 character references (two)

____________________ Address ____________________

____________________ Address ____________________

- FOR OFFICE USE ONLY -

Complex ______________________________ Date ____________

Address ______________________________ Apt. No. ________

Monthly Rental ______________

Term of Lease: From ________________ to ________________

RENTAL HISTORY

	RES. LENGTH	PAYMENT	CONDITION	DAMAGE AMOUNT	NOISE COMPLAINTS	NOTICE GIVEN	REMARKS
A							
B							
C							
D							

ADDITIONAL INFORMATION

____

____

____

____

CAREER INFORMATION SHEET

JOB TITLE: Attendant, Lodging Facilities DOT CODE: 329.467-010

DUTIES: Lodging facility attendants perform clerical, housekeeping, and maintenance duties. They inform guests concerning services and facilities that are available. They register guests; assign cabins, rooms, or trailer spaces; and collect fees. Often they take telephone calls from people who want to reserve a room or trailer space.

WHERE EMPLOYED: Employment is found at tourist camps, motels, trailer parks, vacation resorts, and lodges.

EMPLOYMENT OUTLOOK: The employment outlook for lodging facilities attendants is expected to increase moderately during this decade. Employment for these attendants may be found in those areas of the state where parks and recreational facilities are established. Being an attendant for a trailer park is found more where camp sites are located. The outlook for mobile home park managers seems promising.

EDUCATION AND TRAINING: Persons aspiring lodging facility attendant positions should have at least a high school education. Some experience may come from on-the-job training. Courses in English and math may prove very helpful in figuring bills which are presented to tourists and/or permanent mobile park residents.

SPECIAL QUALIFICATIONS:	Managers and/or attendants should have initiative, self-discipline, ability to organize work, and be able to direct people. Good park managers should have record-keeping skills and be able to take notes and keep them in order. They need to be able to read and follow directions as well as give directions. Attendants should have knowledge of the area in which they are serving in order to provide information requested by travelers with respect to specific routes and/or highways to take so that destinations may be reached.
EARNINGS AND ADDITIONAL BENEFITS:	For mobile parks, the salary may depend largely on the number of trailer spaces available. Attendants at state owned lodging facilities may earn hourly wages beginning at $3.50 an hour or slightly higher. Full-time employees may benefit from vacations and holidays with pay, health and life insurances, and some type of retirement plan.
WORKING CONDITIONS AND LIFESTYLES:	A great deal of this work is completed outside. Part of the work time, employees may sit at an office desk keeping records and doing other clerical work. Employees may be expected to work under adverse weather conditions part of the time.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodgings

REPRESENTATIVE JOB TITLES:

Attendant, Lodging Facilities	329.467-010
Attendant, Campground	329.683-010
Reservation Clerk	238.362-010

OCCUPATIONAL TASK: Discovering the job of an attendant of a lodging facility

OCCUPATIONAL COMPETENCY: Scheduling reservations

RESOURCES and/or MATERIALS

1. Career Information Sheet.
2. Worksheet on making reservations.

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Discuss the responsibilities of an attendant, lodging facilities.
2. Demonstrate your ability to work out a reservation sheet.

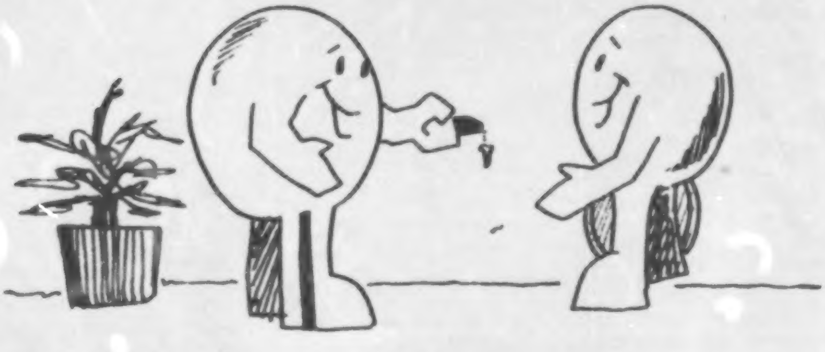
LEARNING ACTIVITIES

1. Read the fact sheet about this career.
2. Complete worksheet on making reservations.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading the Career Information Sheet.
2. Completing the worksheet on making reservations.
3. Completing and submitting the Student Attitude Sheet to the teacher.



Worksheet

Making Reservations

Below you will find a list of persons wanting a room(s) at the lodge over a three-day period. Make out a reservation list using the chart on the following page. Make sure you do not have two different people registered in the same room at the same time.

NAME	TYPE/ROOM	ARRIVAL	DEPARTURE
Mr. & Mrs. Joe Doe	double	Fri 6:00	Sat noon
Mr. & Mrs. Sam Sneeze and 4 children	double/single	Fri noon	Sat noon
Jim & Betty Campbell	single	Sat noon	Sun noon
Bill & Bonnie Homes	double	Fri 6:00	Sun noon
Mr. & Mrs. Mike Michaels Sr. Mr. & Mrs. Mike Michaels Jr. and 2 children	double/single	Fri noon	Sun noon
Four businessmen attending a meeting, Jim Cream, Donald Doe, John Dean, and Chuck Sands	4 singles	Sat noon	Sun noon
Mr. & Mrs. Ron Begen	double	Fri noon	Sun noon

RESERVATIONS TIGER LAKE LODGE

Double has two full size beds Check in time noon - 6:00 p.m.
Single has one full size bed Check out by 11:00 a.m.

ROOM #	FRIDAY	SATURDAY	SUNDAY
#101 double			
#102 single			
#103 double			
#104 single			
#105 double			
#106 single			
#107 double			

RESERVATIONS (Continued)

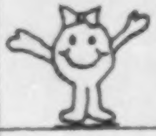
ROOM #	FRIDAY	SATURDAY	SUNDAY
#108 single			
#109 double			
#110 single			
#111 double			
#112 single			
#113 double			
#114 single			
#115 double			

Name ____________________

Occupational Cluster Hospitality - Attendant, Lodging Facilities

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Career Information Sheet					
Worksheet on making reservations					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Bellmen DOT CODE: 324.677-010

DUTIES:	Bellmen, sometimes called bellhops or bellboys, carry baggage for hotel/motel guests and escort them to their rooms on arrival. When showing new guests to their rooms, bellmen should make sure everything is in order and may offer information about valet services, restaurant hours, or other hotel services.
WHERE EMPLOYED:	Places for employment may be found in hotels and motels. Some large housing projects and resort areas may also employ persons.
EMPLOYMENT OUTLOOK:	Employment of bellmen is expected to decline through the 1980's. Some openings are expected to result from the need to replace workers who die, retire, or leave the occupations. Opportunities may also be available in resort areas where hotel and motels are open only part of the year.
EDUCATION AND TRAINING:	A high school education is not essential for this work, but it does increase the chances for promotion. Because bellmen have constant contact with the public, they should be neat, tactful, and courteous. A knowledge of the local area is an asset because guests often ask about local tourist attractions, restaurants, and/or transportation services.
SPECIAL QUALIFICATIONS:	Serving as a bellman is another career which involves one being a public relations person. Aspirants should be alert, courteous, and able to exert patience with people.

EARNINGS AND ADDITIONAL BENEFITS: The amount of money received from tips largely determines a bellman's wages. Therefore, it may be difficult to estimate an average salary. The amount earned in salary and tips is usually much larger in elaborate luxury hotels, especially in resort areas. Most bellmen receive a minimum hourly wage. The normal fringe benefits of hospitalization, life insurance, and workmen's compensation are usually included with employment.

WORKING CONDITIONS AND LIFESTYLES: Most hotels provide clean, attractive, and comfortable surroundings in which to work. Because hotels are open 24 hours daily, bellmen may be employed to work any one of three shifts which are usually eight hours in length. Bellmen are sometimes subject to the moods and personalities of the public whom they serve. They may find guests to be disgruntled and difficult to please or kind and appreciative of their services.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodgings

REPRESENTATIVE JOB TITLES:		
	Bellhop (Bellmen)	324.677-010
	Baggage Porter	324.137-010
	Bell Captain	324.137-014

OCCUPATIONAL TASK: Exploring the job of bellhop

OCCUPATIONAL COMPETENCY: Learning proper ways to escort motel/hotel guests to their rooms

RESOURCES and/or MATERIALS

1. Role play information sheet
2. Several pieces of luggage and a room with a door
3. Career Information Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Determine your interest in earning your livelihood in this type of work.
2. Know how to properly escort guests to their rooms.

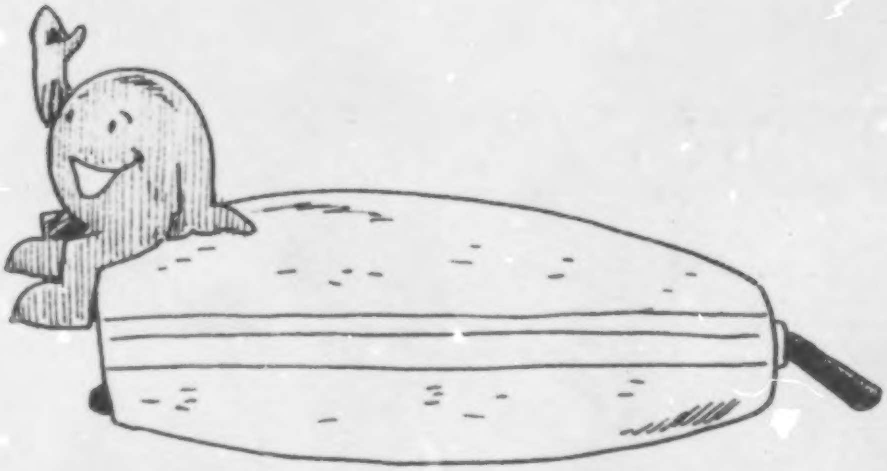
LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Role play proper way to escort guests to their rooms.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading Career Information Sheet.
2. Class participation in properly escorting guests to their motel/hotel rooms.



Worksheet

Role play the proper procedure of escorting guests to their rooms in a hotel/motel.

Two students should work as partners. One student should serve as the bellman and the other as the guest.

1. The guests have just arrived at the hotel/motel. The bellman asks to carry the baggage to their room. The guests respond by wanting the service.
2. Pick up their luggage and give them the direction in which to go (ex. "follow me" or "right this way"). If using an elevator, be sure to allow the guest to get on first.
3. When the bellman arrives at their room, unlock the door, turn on the light, and allow the guest/s to go in first. As an extra courtesy, show them where the telephone is and how to reach you by phone, how to operate the TV, and where the bathroom is located. Ask if they would like the draperies open or shut. Inform them as to what valet services are available, restaurant hours, and so on. Let the guests know that the bellman is available upon request at the time of departure.
4. Bid guests a good day and extend wishes for their enjoyable stay.

CAREER INFORMATION SHEET

JOB TITLE: Hotel Clerk DOT CODE: 238.162-010

DUTIES: Individuals employed as front office clerks help to build good public relations for the hotels and motels in which they are employed by providing efficient and courteous services to the public clientele. They greet guests, rent rooms, issue keys, sort mail, provide information for guests, and perform other job duties related to room assignment work.

WHERE EMPLOYED: These persons are employed in hotels, motels, and also resort areas. They are employed in reception centers and counters in lobbies that deal directly with the public. These people are usually the first of a hotel or motel's clerical staff to greet guests.

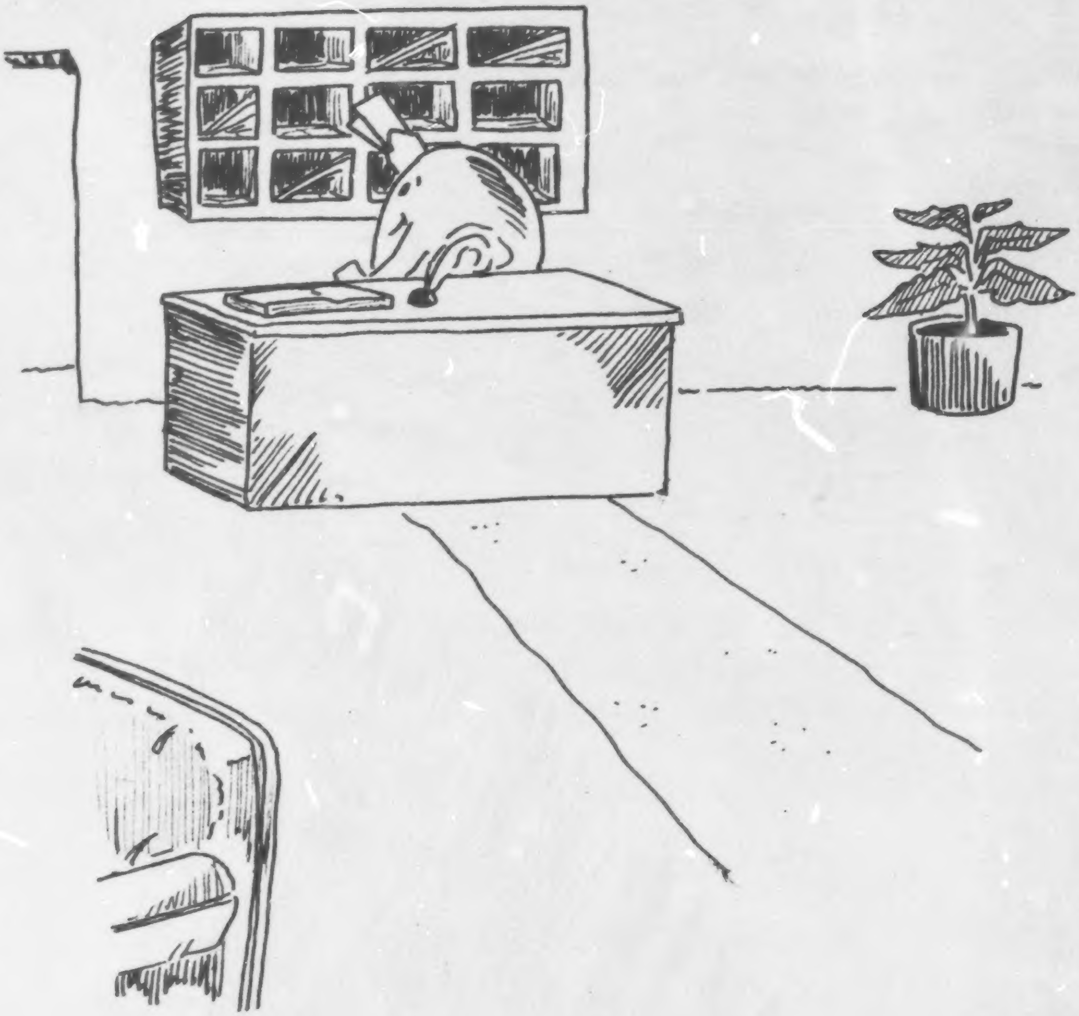
EMPLOYMENT OUTLOOK: Jobs are available in many places, especially in the more metropolitan areas where new hotels and motels are being built or expanded. Some jobs will continue to be open to women in this field such as information clerk, reservation clerk, mail clerk, etc. In general, hotel clerks make up a relatively small occupational group. Opportunities can be for full or part-time work.

EDUCATION AND TRAINING: The majority of employers prefer to have high school graduates for these positions. Many employers are giving increasing attention to the hiring of college-trained persons that may later advance to management positions. Those high school graduates with clerical aptitudes and training, particularly typing, bookkeeping, and office machines will be given preference for opening positions in the field. Home study or evening classes are sponsored by the American Hotel and Motel Association.

SPECIAL QUALIFICATIONS: Some hotel clerks need to handle large sums of money so they may need to be bonded. Sometimes they may be asked to join a union. A pleasing personality and a friendly disposition are definite assets for employees. Other personal traits to be considered are neatness in dress, courteous manners, patience, and a personal desire to deal directly with the public and the many types of personalities with which you come in contact.

EARNINGS AND ADDITIONAL BENEFITS: Limited information is available on the earnings of these employees. However, it is estimated that the salaries are around $150 weekly. Fringe benefits for these employees include somewhat higher salaries for special work, free meals while on duty, and hospitalization plans. The majority of these people receive one week of vacation with pay after three years of service. Most establishments allow their employees four to six paid holidays a year and some are required to wear a uniform coat.

WORKING CONDITIONS AND LIFESTYLES: Hotels and motels are usually open around the clock on a 24-hour, seven-day week operation; and, employees may be asked to work any one of the shifts or to work on a rotation shift. They may be asked to work overtime. The majority of hotels is comfortable, well-ventilated, and provide pleasant working surroundings. Clerks must perform most of their duties while standing. These people need to be able to adjust to rotating work shifts and irregular work hours. Flexibility and adaptability are the necessary traits for these employees.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodging

REPRESENTATIVE JOB TITLES:

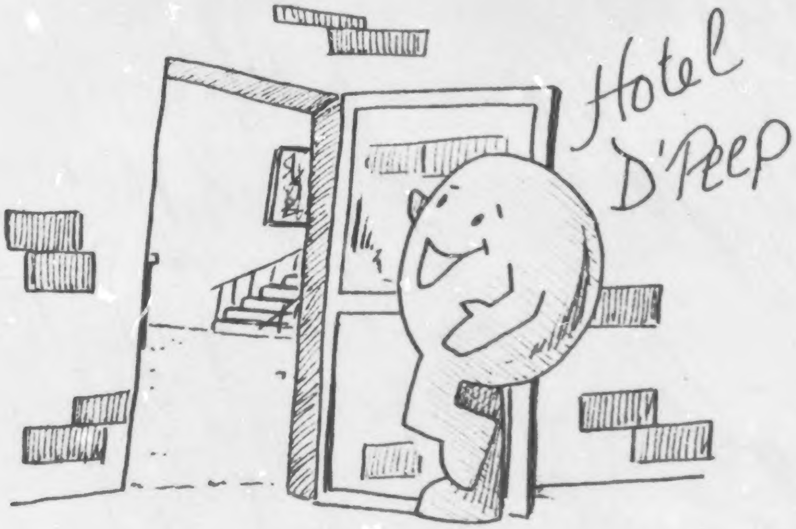
Hotel Clerk	238.162-010
Manager, Reservations	238.137-010
Travel Clerk	238.367-030

OCCUPATIONAL TASK: Exploring hotel work

OCCUPATIONAL COMPETENCY: Interviewing a hotel clerk

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Questionnaire for Interview
3. Pencils/pens
4. Access to a telephone



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize different tasks clerks perform.
2. Understand the importance of hotel clerks' positions.
3. Determine own interest in this field of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Telephone or establish a personal interview with a hotel clerk.
3. Fill out the questionnaire while doing the interview.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading the Career Information Sheet.
2. Completing interview and submitting questionnaire to instructor.
3. Participating in class discussion after interviews are completed.

QUESTIONNAIRE FOR INTERVIEW

1. What duties do you perform during one day of work?

2. What do you favor most about your work?

3. What do you favor least about your work?

4. What range of salary can a person working as a hotel clerk expect to earn?

5. Do you have hospitalization and/or life insurance with your present employer?

6. Do you have vacations with/without pay? Is the amount of time cumulative?

7. Do you have any kind of retirement plan?

8. Do you especially like working with people?

9. Which subjects in high school do you recommend my taking to help me prepare for a hotel clerk position?

10. What do you consider as special qualifications needed by persons aspiring to work as hotel clerks?

11. Approximately how many hours per week do you have to be at the job site?

12. What part-time jobs or leisure time activities would help to prepare me to enjoy working as a hotel clerk?

CAREER INFORMATION SHEET

JOB TITLE: Manager, Hotel or Motel DOT CODE: 187.117-038

DUTIES: A hotel manager is in charge of personnel, money for operating the hotel, and publicity about the hotel. S/he is responsible for operating matters such as rates of the rooms, use of guests' credit, and assignment of personnel. S/he has overall responsibility for operating hotels/motels profitably and providing the best possible services and comfort for guests.

WHERE EMPLOYED: There are different sizes of hotels/motels and the services provided by them vary. In small hotels, the manager may also be the owner. Larger establishments may be more highly specialized and have a wider variety of facilities for their guests. Some employed persons work in larger hotels and motels that are owned and operated by hotel chains and are controlled by a board of directors.

EMPLOYMENT OUTLOOK: Since there is more leisure time and improved transportation, there is a trend toward more extensive travel and longer vacations. Hotels are expanding their facilities and hotels are being built in both urban and large areas. Hotel/motel businesses in most areas have a good future due to traveling for both business and pleasure.

EDUCATION AND TRAINING: The most direct method of entering the hotel/motel business is by taking a job as a bellman, busboy, or doorman. Most hotel managers are eager to identify alert hard-working employees who will assist in making their tasks less demanding. Because of this policy, most hotels promote capable employees from their own staffs to management positions. They must understand hotel administration, hotel accounting, economics of food service, and general hotel engineering. It is also helpful to have a strong cultural background in history, psychology, literature, and languages.

SPECIAL QUALIFICATIONS:

Many large hotel/motel chains believe the best managers are those who have been prepared for their career by such well-established schools as the Cornell School of Hotel Administration in New York State and a few other colleges in the nation which offer specialized four-year curriculum in hotel administration and food management. Several junior colleges offer specialized courses in hotel work, and the Educational Institute of the American Hotel and Motel Association offers home study courses in this field. Even with specialized requirements, college-trained people will usually be required to start by working as a clerk.

EARNINGS AND ADDITIONAL BENEFITS:

The size and locations of a hotel/motel are major factors in determining the earnings of an owner-manager. The salaries of professional managers vary widely, ranging from about $16,000 to $50,000 a year. Some fringe benefits include vacations with pay, insurance, and hospitalization. Some establishments provide their manager and his/her family with living quarters, meals, and use of the hotel facilities as part of their benefits. In some areas, managers also share in profits or receive a yearly bonus depending upon the successful operation of the establishment.

WORKING CONDITIONS AND LIFESTYLES:

The working conditions in hotels/motels are as varied as are hotels/motels themselves. As the professional manager usually lives in the hotel, s/he and his/her family will enjoy the same facilities as do the guests. Thus, the conditions existing are largely of his/her own choosing. The manager who trains his/her staff well may be able to enjoy more leisure time without being called upon to make petty decisions. The job can be both physically and mentally demanding. These employees usually work a regular work week; but since s/he lives in the hotel/motel, it may be necessary to be available 24 hours a day, seven days a week. Managers of large chains are at times required to travel from one assignment to another, while those employed in non-chain establishments usually spend most of their time in one office or in general observation of various departments within their establishment. The hotel/motel manager may occasionally have to deal with difficult situations and/or unreasonable or troublesome guests. An employee may expect a great deal of tension in this job.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodgings

REPRESENTATIVE JOB TITLES:

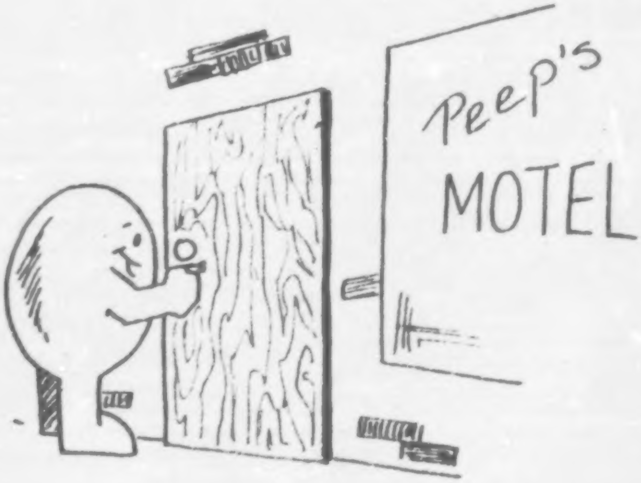
Manager, Hotel or Motel	187.117-038
Executive Chef	187.161-010
Director, Food Services	187.167-026
Manager, Branch Operation Evaluation	187.167-062

OCCUPATIONAL TASK: Sampling different sizes of hotels and their management

OCCUPATIONAL COMPETENCY: Becoming familiar with the daily routine of a hotel/motel manager

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Magazines
3. Glue
4. Cardboard
5. Stopwatch
6. Activity Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize different sizes of hotels.
2. Better understand the daily routine tasks of hotel/motel managers.
3. Become knowledgeable of service duties.

LEARNING ACTIVITIES

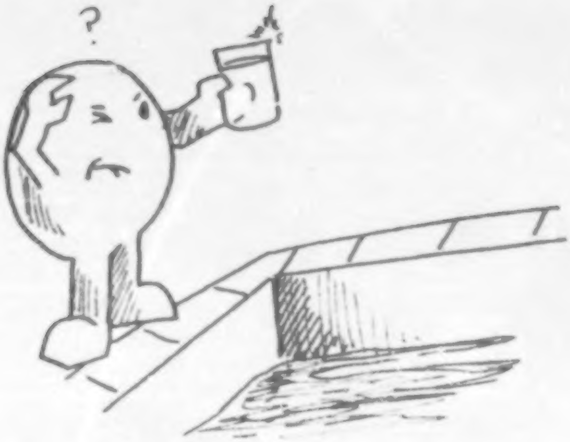
1. Read Caerer Information Sheet.
2. Participate in class discussion.
3. Make a collage depicting different sizes of hotels.
4. Complete Activity Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing and submitting a collage to the teacher.
3. Completing the Activity Sheet and handing it in to the instructor.

ACTIVITY SHEET



DIRECTIONS: Students should list as many duties of a motel/hotel manager as they can think of in one minute. Have them hand in their sheets, follow with class discussion, or list duties on chalkboard.

DUTIES:

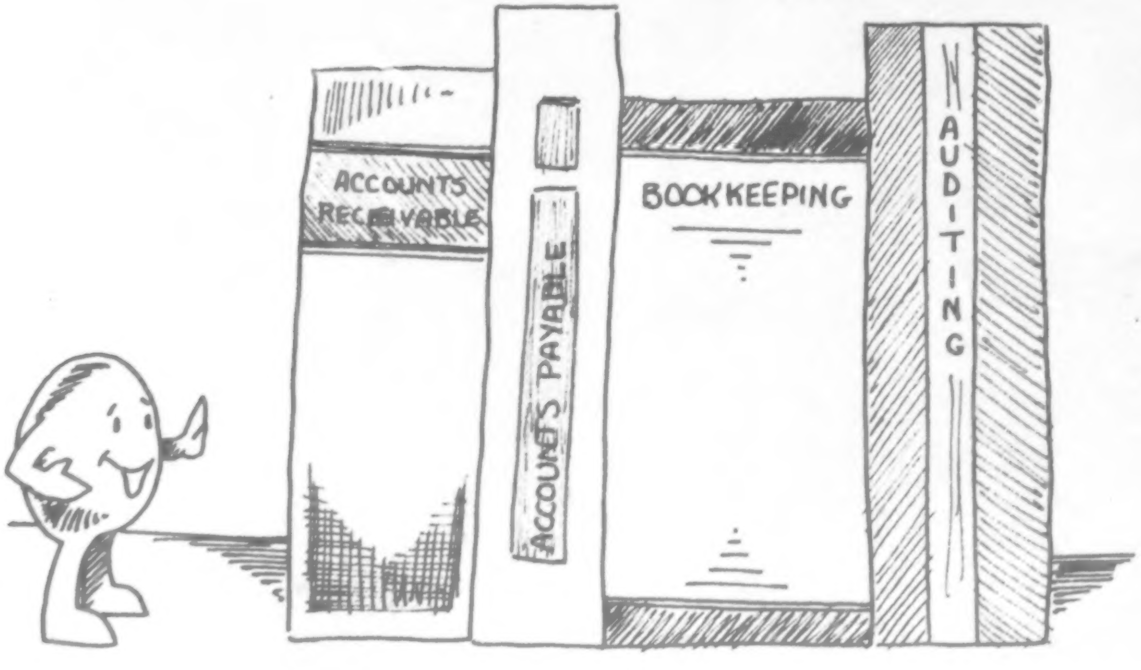
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

CAREER INFORMATION SHEET

JOB TITLE: Night Auditor DOT CODE: 210.382-054

DUTIES:	A night auditor verifies and balances entries and records financial transactions reported by various hotel departments during the day, using adding, bookkeeping and calculating machines. An auditor corrects errors and/or lists discrepancies for adjustment.
WHERE EMPLOYED:	Night auditors are employed by hotel or motel establishments. These businesses may range in size from small individual businesses to large chain corporations. Commercial lodgings are found in the city, suburbs, near major interstate highway intersections, near resorts, and also in rural areas.
EMPLOYMENT OUTLOOK:	There is an ever increasing number of hotel/motel lodgings being built. The employment opportunities of a night auditor would be excellent, particularly if employed by a corporation which manages many lodging establishments. Your chance for promotion is always greater if you excel in your work and your supervisor is well pleased with your performance.
EDUCATION AND TRAINING:	An associate business degree in accounting is a usual requirement. A bachelor's degree in business would be even more helpful in qualifying for a night auditor's position. A small establishment might consider employing someone who had completed a two-year vocational program in business and would agree to on-the-job training.

SPECIAL QUALIFICATIONS:	Night auditors should be able to use logical thinking and personal judgment in their work experience. They should also be able to read and copy large amounts of numbers without error and be able to spot mathematical errors quickly.
EARNINGS AND ADDITIONAL BENEFITS:	The earnings of a night auditor may fall in the range of $14,900 and $26,800 depending on the experience of the auditor and the size and location of the hotel/motel establishment. Most hotel employees receive five to ten paid holidays a year, vacations with pay, sick leave, life insurance, medical benefits, and pension plans.
WORKING CONDITIONS AND LIFESTYLES:	A night auditor may have to be able to adapt his/her lifestyle to that of working at night, probably an 11 P.M. - 7 A.M. shift. The working conditions would be relatively quiet and undisturbed in an office setting. There would be little direct communication with other employees.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodgings

REPRESENTATIVE JOB TITLES:

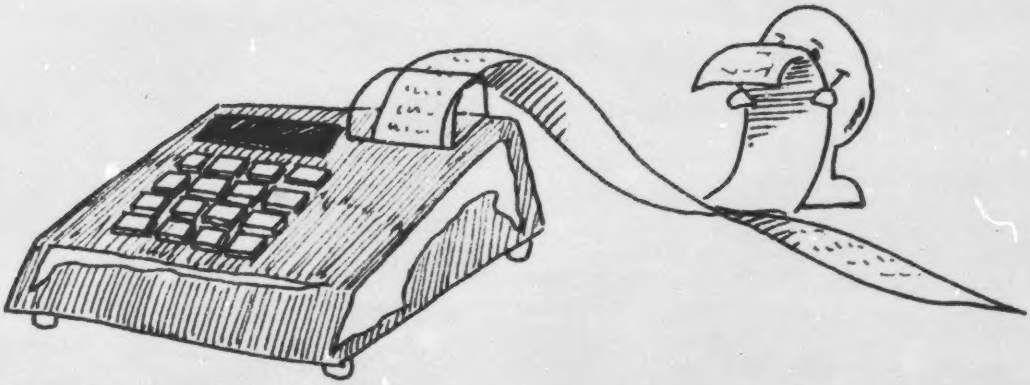
Night Auditor	210.382-054
Hotel Clerk	238.362-010
Credit-Card Clerk	210.382-038
Audit Clerk	210.382-010

OCCUPATIONAL TASK: Exploring bookkeeping principles

OCCUPATIONAL COMPETENCY: Completing basic bookkeeping computations

RESOURCES and/or MATERIALS

1. Information Sheet A
2. Worksheet A
3. Information Sheet B
4. Worksheet B
5. Information Sheet C
6. Worksheet C



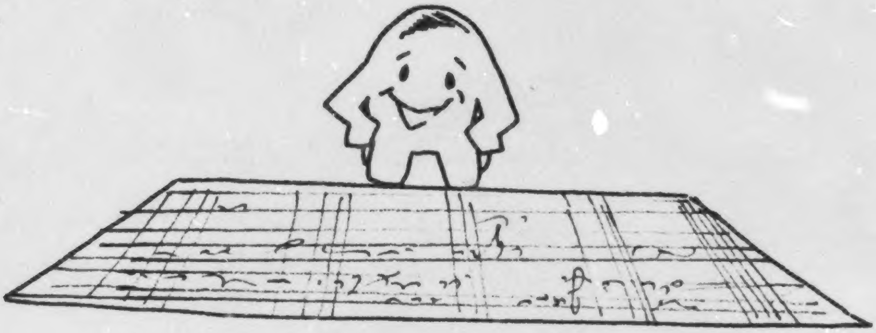
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the basic accounting equation.
2. Recognize various accounting terms.
3. Understand how a balance sheet is prepared.
4. Determine your interest in bookkeeping and auditing practices.

LEARNING ACTIVITIES

1. Discuss the auditing procedure as related to hotel/motel management.
2. Discuss Information Sheet A.
3. Complete Worksheet A.
4. Discuss Information Sheet B.
5. Complete Worksheet B.
6. Discuss Information Sheet C.
7. Complete Worksheet C.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting Worksheets A, B, and C to your instructor.
2. Participating in class discussion on bookkeeping and auditing practices used in hotel/motel management.

INFORMATION SHEET A

Accounting Vocabulary

ACCOUNTANT - Person who plans, summarizes, and analyzes bookkeeping records

ACCOUNTING - The recording, sorting, classifying, calculating, summarizing, and reporting of facts

ACCOUNTING EQUATION - The statement that assets equal liabilities plus capital

ASSET - Anything of value that is owned

AUDITOR - A person who is authorized to examine and check accounts

BALANCE SHEET - A business form that lists what is owned, what is owed, and what a business is worth on a specific date

CAPITAL - The amount a business is worth

CREDITOR - One to whom an amount is owed

DATA - Detailed items of information

EQUITIES - Claims against the assets of a business

LIABILITY - An amount that is owed

PROPRIETOR - An owner of a business

WORKSHEET A

DIRECTIONS: Place the letter of the correct term in Column II with the corresponding definition in Column I.

ANSWERS

_______ 1. The statement that assets equal liabilities plus capital

_______ 2. An amount that is owed

_______ 3. Person who plans, summarizes, and analyzes bookkeeping records

_______ 4. Detailed items of information

_______ 5. Anything of value that is owned

_______ 6. The amount a business is worth

_______ 7. Claims against the assets of a business

_______ 8. A person who is authorized to examine and check accounts

_______ 9. The recording, sorting, classifying, calculating, summarizing, and reporting of facts

_______ 10. The owner of a business

_______ 11. A business form that lists what is owned, what is owed, and what a business is worth on a specific date

_______ 12. One to whom an amount is owed

A. Asset
B. Capital
C. Liability
D. Equities
E. Creditor
F. Auditor
G. Accountant
H. Data
I. Proprietor
J. Balance Sheet
K. Accounting Equation
L. Accounting

WORKSHEET A Key

1. K
2. C
3. G
4. H
5. A
6. B
7. D
8. F
9. L
10. I
11. J
12. E

INFORMATION SHEET B

Accounting Equation

In accounting, the total amount of ASSETS (what is owned) should be equal to the total amount of LIABILITIES (what is owed) plus the amount of CAPITAL (what the business is worth). This accounting principle may be simply stated in the following equation:

ASSETS = LIABILITIES + CAPITAL

This statement, Assets = Liabilities + Capital is known as the accounting equation. The following is an example:

Assets = Liabilities + Capital
$4,000 = 1,000 + 3,000

If we knew the amount of assets ($4,000) and the amount of liabilities ($1,000), we could determine the amount of capital ($3,000) by subtracting the liabilities from the assets.

WORKSHEET B

Using the Accounting Equation

DIRECTIONS: Using the accounting equation, compute the answers for each business.

Business No.	Assets	=	Liabilities	+	Capital
1.	$13,000	=	$7,000	+	______
2.	______	=	4,350	+	$7,250
3.	6,000	=	______	+	4,500
4.	7,421	=	2,312	+	______
5.	______	=	6,780	+	4,220
6.	10,000	=	______	+	3,500
7.	13,500	=	8,450	+	______
8.	______	=	3,750	+	5,250
9.	6,500	=	1,345	+	______
10.	14,000	=	______	+	6,500

WORKSHEET B KEY

1. $6,000
2. 11,600
3. 1,500
4. 5,109
5. 11,000
6. 6,500
7. 5,050
8. 9,000
9. 5,155
10. 7,500

INFORMATION SHEET C

BALANCE SHEET

A balance sheet is a business form that tells (1) what is owned, (2) what is owed, and (3) what a business is worth on a specific date.

Sunnyside Hotel
Balance Sheet
June 15, 1982

Assets		Liabilities	
Cash	550 00	Center Plumbing Co.	300 00
Housekeeping Supplies	700 00	Hotel Equipment Co.	1 200 00
Furniture and Fixtures	8 250 00	Total Liabilities	1 500 00
Office Equipment	1 000 00		
		Capital	
		John Doe, Capital	9 000 00
Total Assets	10 500 00	Total Liabilities & Capital	10 500 00

The heading of a balance sheet contains three items: (1) the name of the business for which the balance sheet is prepared appears on the first line; (2) the name of the form appears on the second line; (3) the date of the form appears on the third line.

Assets, which are anything of value that is owned, are listed on the left-hand side of the balance sheet, as shown in the diagram above.

Liabilities, which are what is owed, are listed on the right-hand side of the balance sheet. The one to whom an amount is owed is called a creditor.

Capital, which is the amount that remains after the total liabilities are subtracted from the total assets, appears beneath the liabilities on the right-hand side of the balance sheet.

When a balance sheet is complete and accurate, the total of the left-hand side is always equal to the total of the right-hand side.

WORKSHEET C

The following are the assets and liabilities of the Mountain Motel, owned and operated by John Smith:

ASSETS		LIABILITIES	
Cash	1,000	Super Plumbing Co.	500
Furniture & Fixtures	12,000	Black Equipment Co.	1,500
Housekeeping Supplies	2,000	Motel Furniture Co.	3,000
Office Equipment	5,000		
Delivery Equipment	2,000		

INSTRUCTIONS: Prepare a balance sheet for the Mountain Motel. Use the date January 1 of the current year.

WORKSHEET C KEY

Mountain Motel

Balance Sheet

January 1, 19__

Assets		Liabilities	
Cash	1000 00	Super Plumbing Co.	500 00
Furniture and Fixtures	12000 00	Black Equipment Co.	1500 00
Housekeeping Supplies	2000 00	Motel Furniture Co.	3000 00
Office Equipment	5000 00	Total Liabilities	5000 00
Delivery Equipment	2000 00		
		Capital	
		John Smith, Capital	17000 00
Total Assets	22000 00	Total Liabilities & Capital	22000 00

CAREER INFORMATION SHEET

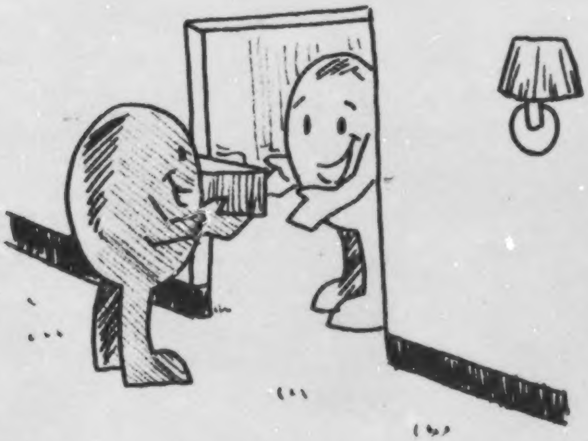
JOB TITLE: Room-Service Clerk DOT CODE: 324.577-010

DUTIES:	A room-service clerk performs many services related to accommodating guests: delivers and removes packages, laundry, clothes, groceries to and from guest's rooms. S/he may deliver mail to various departments and guests. S/he must record information pertaining to services rendered. The clerk may also arrange for having clothes pressed and shoes shined.
WHERE EMPLOYED:	Room-service clerks are employed by hotel or motel establishments. These businesses may range in size from small individual businesses to large chain corporations. They can be found in all locales - rural, suburban, and urban.
EMPLOYMENT OUTLOOK:	The opportunities for promotion for a room-service clerk are good. Most hotels fill vacancies from personnel within its organization. Clerks may improve their chances for promotion by taking home study courses sponsored by the Educational Institute of the American Hotel and Motel Association.
EDUCATION AND TRAINING:	Employers usually select applicants with a high school education, but a diploma isn't always a requirement. Clerks receive on-the-job training from a supervisor. Many hotel employees like bellhops, waiters/waitresses, room clerks are required to wear uniforms.

SPECIAL QUALIFICATIONS: Important traits for room-service clerks are neatness, a courteous and friendly manner, and a desire to help people. S/he should also be able to walk and stand for long periods of time, and be able to lift and carry heavy items.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of hotel workers depend on the location, size, and type of hotel in which they work. Wages range from $3.64 per hour to $7.05 per hour. Room-service clerks receive tips in addition to wages which add substantially to their income. Most hotel employees receive five to ten paid holidays a year, vacations with pay, sick leave, life insurance, medical benefits, and pension plans.

WORKING CONDITIONS AND LIFESTYLES: The working conditions for a room-service clerk would vary depending on the establishment where the work was being done. Employees would normally work an eight-hour shift. However, they might be asked to work night shifts since a hotel is open continuously. Night shift workers usually receive additional compensation.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodgings

REPRESENTATIVE JOB TITLES:

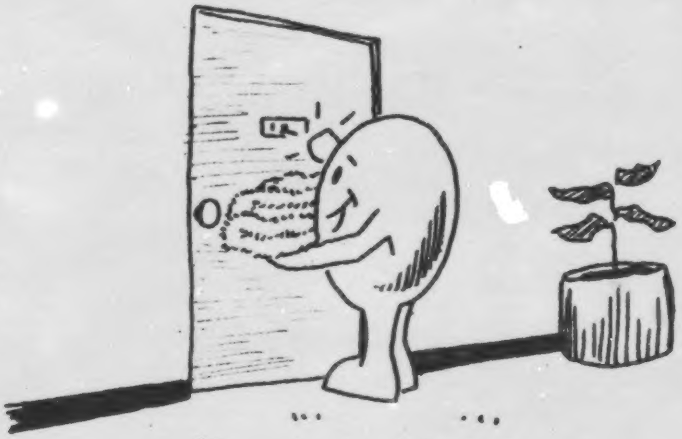
Room-Service Clerk	324.577-010
Delivery-Room Clerk	324.577-010
Package Clerk	324.577-010
Receiving-Room Clerk	324.577-010

OCCUPATIONAL TASK: Exploring the occupation of room-service clerk

OCCUPATIONAL COMPETENCY: Discovering duties and skills of a room-service clerk

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Information Sheet A
3. Worksheet A
4. Worksheet B



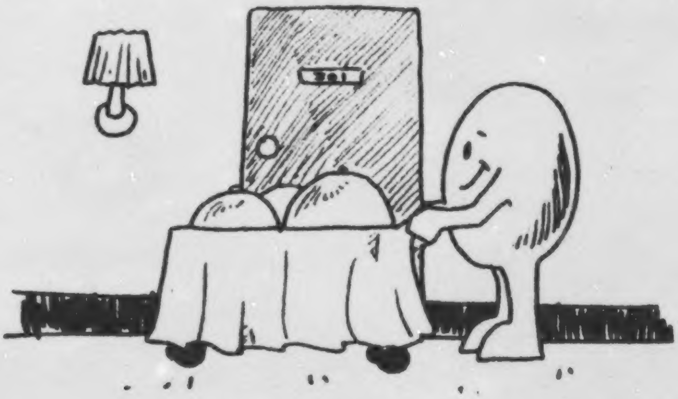
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize skills and attitudes needed for a room-service clerk.
2. List duties required of a room-service clerk.
3. Determine if a room-service clerk would be of interest to you as an occupation.

LEARNING ACTIVITIES

1. Read and discuss Career Information Sheet and Information Sheet A.
2. Complete Worksheet A.
3. Complete Worksheet B.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion of skills, attitudes, and duties of a room-service clerk.
2. Completing and submitting Worksheets A and B to your instructor.

INFORMATION SHEET A

A room-service clerk should be able to:

1. Greet guests and answer questions concerning social and recreational activities in a hotel.
2. Speak clearly.
3. Talk easily with all kinds of people to put them at ease.
4. Use judgment and reasoning to cope with emergencies, such as sudden illness, accident, or interrupted service.
5. Perform a variety of activities and change activities frequently.
6. Carry and deliver messages.
7. Carry luggage and other heavy items.
8. Do the same task repeatedly.
9. Carry out specific oral or written instructions.
10. Get along with all kinds of people.
11. Stand and walk for long periods of time.

A room-service clerk will be expected to:

1. Deliver and remove packages, laundry, clothes, groceries, and other articles to and from guests' rooms.
2. Collect supply orders from various departments and deliver them to the purchasing agent.
3. Deliver mail to various departments and guests.
4. Record information pertaining to services rendered.
5. Arrange for pressing clothes and shining shoes.
6. Send and receive packages.
7. Maintain valet service.
8. Supervise activities of workers engaged in delivering packages to guests.

WORKSHEET A

1. Discuss the importance of a room-service clerk exhibiting favorable personality traits.

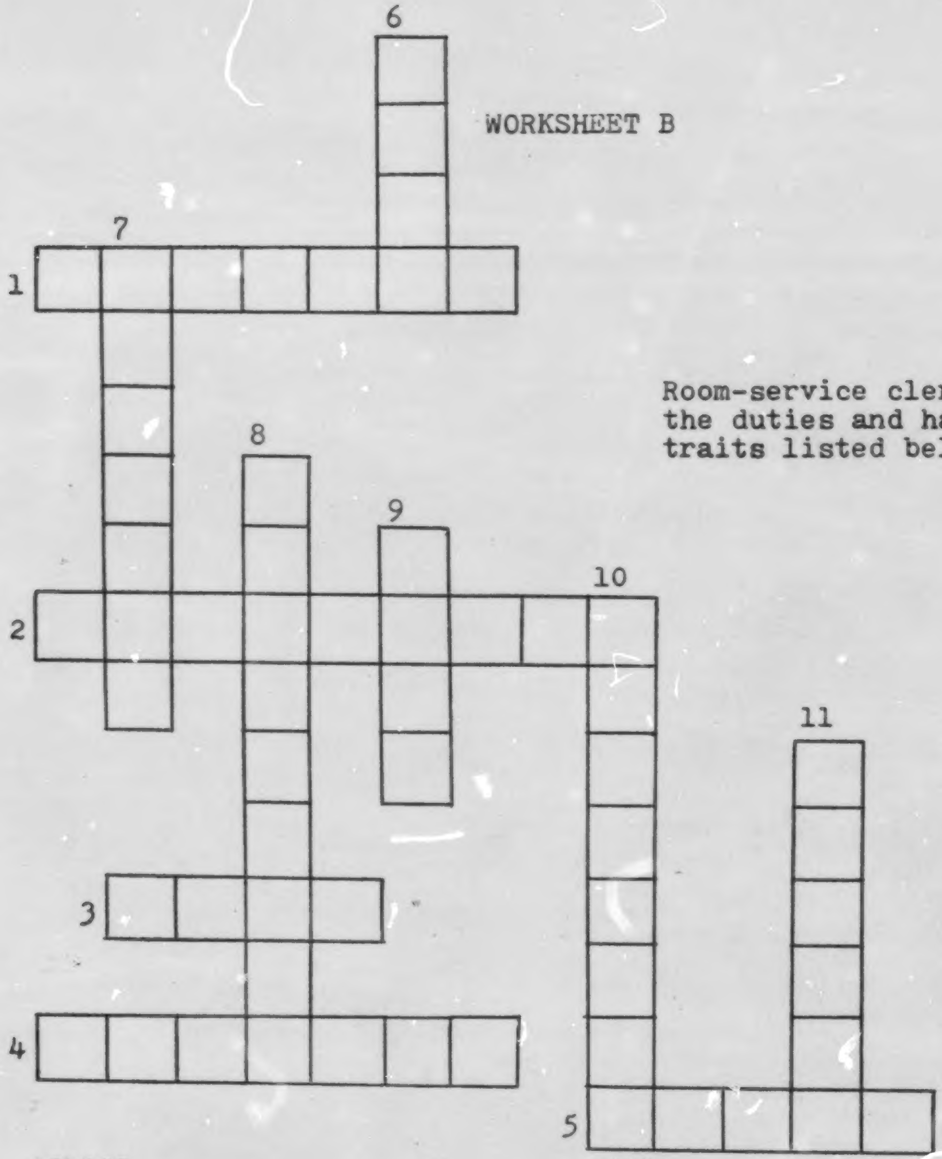
2. Is a guest's impression of a room-service clerk important? Why?

3. Could a room-service clerk's behavior be a determining factor in a guest returning to that hotel? Explain.

4. Do you have the characteristics needed to perform as a room-service clerk? Explain.

5. Would you enjoy working in a hotel as a room-service clerk? Why?

WORKSHEET B



Room-service clerks perform the duties and have the traits listed below.

ACROSS

1. May take ____ to be pressed.
2. May deliver ____ for the guests to eat.
3. Delivers ____ from central mail room to guests and departments.
4. Must be able to carry and lift items such as ____.
5. May take ____ to be shined.

DOWN

6. Must be able to stand and walk for long periods of ___.
7. May remove dirty ___ from room.
8. May arrange for sending and ___ of packages.
9. Must carry out ___ or written instructions.
10. Records information pertaining to ___ rendered.
11. Must be able to get along well with ___.

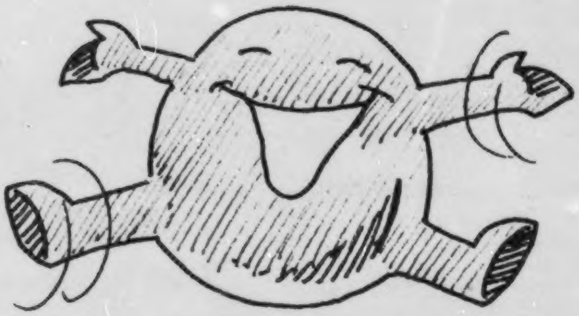
WORKSHEET B - KEY

ACROSS

1. clothes
2. groceries
3. mail
4. luggage
5. shoes

DOWN

6. time
7. laundry
8. receiving
9. oral
10. services
11. people



CAREER INFORMATION SHEET

JOB TITLE: Sales Representative Hotel Services **DOT CODE:** 259.157-014

DUTIES: A sales representative of hotel services contacts representatives of business, government, and social groups to solicit business for the hotel. The representative calls on prospective customers, analyzes requirements of the occasion, outlines types of services offered, and quotes prices. S/he also verifies reservations by letter or draws up a contract and obtains signatures. S/he also confers with customer and hotel department heads to plan function details.

WHERE EMPLOYED: Sales representatives of hotel services are employed by hotel establishments. These establishments may vary in size from small individual businesses to large chain corporations. The size of the hotel would determine the magnitude of the services a hotel would offer. Commercial lodgings can be found in rural, suburban, and urban settings.

EDUCATION AND TRAINING: An associate degree in business administration or marketing would be a common way to prepare for a sales representative position with a hotel. It would be more to your advantage in securing this job to obtain a bachelor's degree in marketing. Most employers would give some formal and informal training requiring the worker to learn the policies and procedures of the hotel.

SPECIAL QUALIFICATIONS: A sales representative needs initiative to locate prospective customers and to plan work schedules. They must be understanding of the needs and viewpoints of their customers. They must be full of energy, self-confidence, imagination, self-discipline, and the ability to communicate. Mathematical skills are also an asset.

EARNINGS AND ADDITIONAL BENEFITS:

The earnings of a sales representative of hotel services may vary because sales personnel may receive a straight salary, or a salary plus commission, or a straight commission. Earnings of hotel workers also depend on the location, size, and type of hotel in which they work. Most hotel employees receive five to ten paid holidays a year, vacation with pay, sick leave, life insurance, medical benefits, and pension plans.

WORKING CONDITIONS AND LIFESTYLES:

A sales representative would work during regular working day hours. S/he would also be expected to put in additional hours to guarantee that a function's operation would run smoothly and without complication.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Hotels and Lodgings

REPRESENTATIVE JOB TITLES:

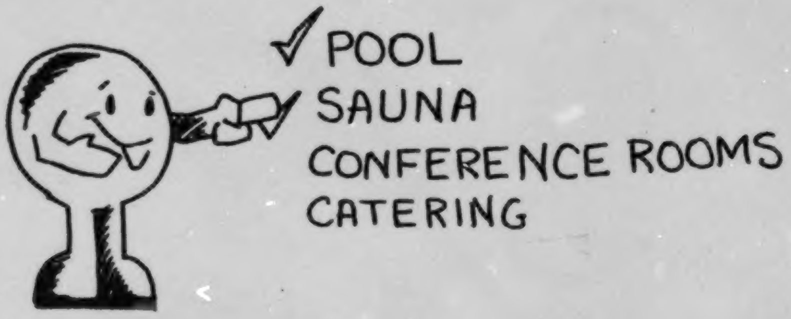
Sales Representative, Hotel Services	259.157-014
Manager, Promotion	163.117-018
Manager, Sales	163.167-014
Director, Sales	163.117-018

OCCUPATIONAL TASK: Exploring sales occupations in hotel establishments

OCCUPATIONAL COMPETENCY: Identifying the personal qualities and techniques of a sales worker

RESOURCES and/or MATERIALS

1. Resource book: Hotel-Motel Marketing by David Hertzson
2. Information Sheet A
3. Worksheet A
4. Information Sheet B
5. Worksheet B



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize personal qualities of a successful sales representative.
2. Understand the importance of accurate, up-to-date file cards.
3. Determine if you would be interested in a sales representative position with a hotel.

LEARNING ACTIVITIES

1. Read and discuss Information Sheet A.
2. Complete Worksheet A.
3. Read and discuss Information Sheet B.
4. Complete Worksheet B.
5. Discuss importance of an effective Sales Department to a lodging establishment.

PEEP Hotel
WEST VIRGINIA
VOCATIONAL
CONFERENCE
coming in
AUGUST

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion on sales representatives.
2. Completing and submitting Worksheets A and B to your instructor.

INFORMATION SHEET A

A sales representative of hotel services, like all employees of the sales staff should exhibit many positive characteristics. They should be:

1. Conscientious
2. Industrious
3. Creative
4. Willing and able to serve and sell with personal interest
5. Courteous
6. Familiar with all phases of the hotel operation
7. Familiar with his/her potential market
8. Familiar with his/her facilities
9. Ethical
10. Sociable, a good mixer
11. Respected and liked by his/her co-workers
12. Able to put clients at ease
13. Able to show a genuine desire to help clients
14. Ambitious
15. Knowledgeable of his/her job
16. Knowledgeable of the techniques of sales
17. Able to think and analyze
18. Able to get along and work well with co-workers and management
19. Sincere
20. Tactful

WORKSHEET A

After class discussion of the many traits and characteristics that a sales representative of hotel services should possess, list the ten (10) characteristics that you feel are the most important for a sales representative to have.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

INFORMATION SHEET B

Files and Records

Complete and accurate records are essential to the conduct of a sales department. Although procedures will vary from one establishment to another, there are three basic record groupings commonly used.

The convention records would include file folders, master cards, geographic file cards, follow-up cards, sales report forms, booking reports, cancellation reports, monthly business report forms, reports of lost business, and convention history reports.

The second group, individual guest records, include registration cards and guest history cards.

The third group, banquet and function records, include banquet booking forms, function books, banquet and private function contract forms, menu and arrangement forms, dance arrangements, event orders, and guest history records.

The file folder system is the basis of every hotel convention sales department. It contains (1) master cards; (2) letter folders; and (3) a tickler file.

The master card file should contain the following information:

1. Name of the organization
2. Name and address of the person in charge of the organization
3. Other names and addresses to contact if above person is not available
4. Type of convention
5. Usual number in attendance
6. Approximate date of meeting
7. The people responsible for making the decision for the convention and when they meet
8. History of past conventions, plus future bookings
9. Facilities usually needed

Master card records can be kept alphabetically by association or by categories.

The tickler file is a means of following up on businesses. A secretary looks at this file each morning to see if there is correspondence that needs to go out that day to any business.

WORKSHEET B

DIRECTIONS: Mark True or False to the questions below.

_____ 1. Complete and accurate records are nonessential to the operation of a sales department.

_____ 2. There are three basic record groupings commonly used by a sales department.

_____ 3. File folders, booking reports, and cancellation reports are found in convention records.

_____ 4. The second division, group guest records, includes registration cards and history cards.

_____ 5. Dance arrangements, menu forms, and contract forms are included in banquet and function records.

_____ 6. The history of past conventions and future bookings is not kept in a master card file.

_____ 7. It is only necessary to have one person's name listed in order to contact an organization.

_____ 8. The approximate meeting date of an organization is not necessary information to be included on a master file card.

_____ 9. Master card files are always kept alphabetically.

_____ 10. A tickler file is an important part of a good record system used by a sales department.

WORKSHEET B - KEY

1. False
2. True
3. True
4. False
5. True
6. False
7. False
8. False
9. False
10. True

CAREER INFORMATION SHEET

JOB TITLE: Guide, Personal Services DOT CODE: 353.367-010

DUTIES: A guide escorts visitors and advises them as to the location of buildings, points of interest, and using public and private transportation. S/he may also make calls and reservations for tourists and in some cases act as an interpreter and exchange money. In some cases s/he may have to carry equipment or even attend to passports, health certificates, pets, etc.

WHERE EMPLOYED: Guides are employed throughout the world, but one would be more likely to find employment in large cities or in or near tourist attractions such as Disney World, national parks, or fairs of various kinds. Hotels which specialize in conventions employ the majority of guides.

EMPLOYMENT OUTLOOK: The tourist business is doing extremely well today, in spite of periodic declines in the economy. Modern conveniences, improved transportation methods, and increased leisure time have made it possible for Americans to travel frequently. Tour companies enjoy excellent business despite the strong competition in the field. Therefore, there is a steady need for responsible guides.

EDUCATION AND TRAINING: In high school, a student interested in being a guide should take social studies classes, especially geography and American history. Also helpful would be English and speech classes and studying a foreign language. Most companies have no definite requirements beyond these, but some prefer that you be a college student or graduate. If you plan to be a United Nations building guide, you must meet the preceding requirement and be able to speak a foreign language. It is most helpful to have traveled.

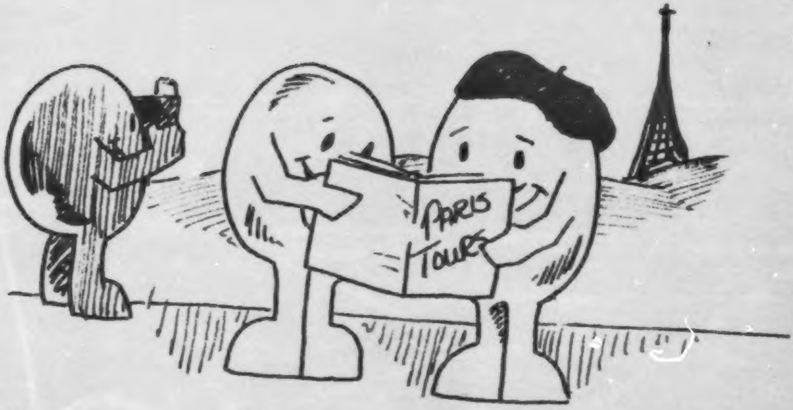
SPECIAL QUALIFICATIONS: You should be intelligent, have a good memory, and be able to recognize people quickly and remember their names and other information about them. You should also have good health, a clear speaking voice and be able to be on your feet and/or walk for long periods. You should enjoy people and be a good traveler in case you opt to being a tour guide.

EARNINGS AND ADDITIONAL BENEFITS: The guide's income depends on the company one is working for. The pay may be hourly and start with minimum wage while the larger companies may pay more. Generally there are other benefits to compensate for the minimum hourly wage such as having your expenses paid to the places you take your tourists and sometimes free excursions. You may have health insurance and retirement benefits. Should you work your way to a responsible position with a large hotel chain or convention center you may expect to earn $10,000 to $20,000 per year.

WORKING CONDITIONS AND LIFESTYLES: Working conditions will vary depending on the type of guide you plan to be. The guide who takes people through a building, to a scenic spot, or around other attractions follows the same procedure for each tour. One may work with as few as three or four people, or as many as thirty. The guide usually has a prepared speech that is delivered as the group progresses or at stopping places where special features are pointed out.

The tour conductor who accompanies a group on an extended trip rides from place to place with the group, stays in hotels, eats meals away from home, and must adapt to the conditions of each stopping place. This person is with the same group of travelers for the duration of the tour. Most of the people are usually pleasant and cooperative, but at times individuals may be dissatisfied with service or accommodations.

This may be a glamorous lifestyle for you, but you must also be ready to accept complaints, plans that won't work, and unhappy people. The hours may also not be as regular as you would like, but extended at times without extra pay.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

Guide, Personal Services	353.367-010
Guide, Sightseeing	353.363-010
Guide, Airport	353.137-010
Guide, Travel	353.167-010

OCCUPATIONAL TASK: Examining the duties of a guide

OCCUPATIONAL COMPETENCY: Preparing to give a tour

RESOURCES and/or MATERIALS

1. Career Information Sheet of Guide
2. Floor plan and/or information about your school
3. Self-Examination Sheet A
4. Student Evaluation Sheet B

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand what is involved with being a guide.
2. Know the different types of guides and the job differences.
3. Decide if you would be suited for this occupation.

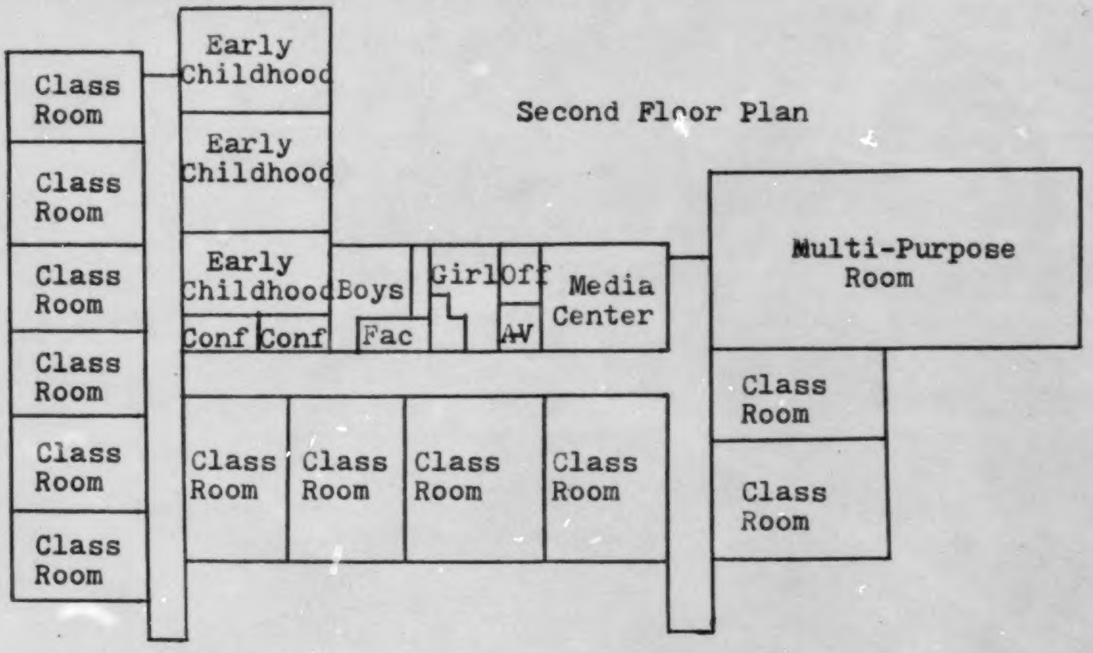
LEARNING ACTIVITIES

1. Discuss the Career Information Sheet.
2. Explain the differences in the types of guides such as sightseeing, airport, travel, hunting, and fishing.
3. Plan a tour of your school and the script you would use.
4. Present your script to the class.
5. Discuss all the presentations and determine what makes the best presentation for tourists.
6. Complete Self-Examination Sheet A.
7. Complete Student Evaluation Sheet B.

EVALUATION PROCEDURES

Your evaluation will consist of:

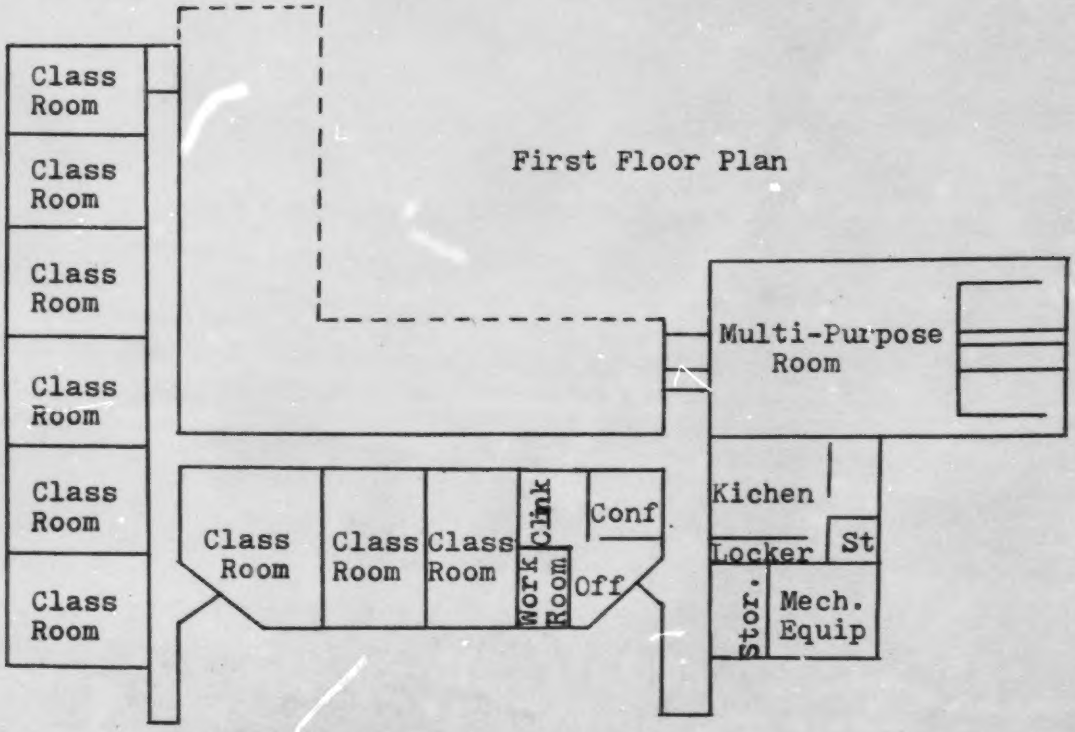
1. Reading Career Information Sheet and participating in discussion of it, and in discussion of different types of guides.
2. Planning a tour of your school and the script to go with it.
3. Presenting your script to the class.
4. Discussing students' presentations.
5. Completing Self-Examination Sheet A.
6. Completing Student Evaluation Sheet B.



Second Floor Plan

Class Room
Class Room
Class Room
Class Room
Class Room
Class Room
Early Childhood
Early Childhood
Early Childhood
Conf
Conf
Boys
Fac
Girl
Off
AV
Media Center
Multi-Purpose Room
Class Room
Class Room
Class Room
Class Room
Class Room
Class Room

PEEP ELEMENTARY SCHOOL



First Floor Plan

Class Room
Class Room
Class Room
Class Room
Class Room
Class Room
Multi-Purpose Room
Class Room
Class Room
Class Room
Clinic
Work Room
Conf
Off
Kichen
Locker
St
Stor.
Mech. Equip

GUIDE: SELF-EXAMINATION SHEET A

Analyze your feelings about working as a guide by answering the following questions appropriately.

	YES	NO
1. Do I enjoy meeting many new people?. . . .		
2. Do I have a pleasant speaking voice? . . .		
3. Am I a good traveler?.		
4. Does my appearance make a good impression?.		
5. Am I proficient at making arrangements and plans?		
6. Can I adjust to and make alternative plans if necessary?.		
7. Am I in good health?		
8. Am I free from family responsibilities and obligations?		
9. Would I like to assemble information about tourist attractions?		
10. Can I function with little rest if the occasion demands?.		
11. Can I accept responsibility well?.		
12. Can I resolve differences and complaints well?.		
13. Can I change my own plans quickly if my job requires it?		
14. Do I have a good memory for faces and names?		
15. Am I willing to learn a foreign language?		
16. Am I patient and tactful?.		
17. Can I meet emergencies efficiently?. . . .		

If you have several "NO" answers, perhaps you should re-evaluate your choice of careers.

GUIDE: STUDENT EVALUATION SHEET B

List each student's name in the left column. Under each of the seven area headings, rate each student in one of the following ways:

E = Excellent G = Good F = Fair O = Needs much improvement

Comments												
OVERALL EVALUATION												
Speech presented well												
Speech planned well												
Appearance Satisfactory												
Loud enough												
Voice pleasing												
Easily Understood												
NAME												

CAREER INFORMATION SHEET

JOB TITLE: Host/Hostess DOT CODE: 352.667-010

DUTIES: The duties of a host/hostess usually depend on the economic class, size, and kind of food establishment in which s/he is employed. The duties may include greeting people arriving at a country club, catered social function, or other gathering place. The host/hostess may introduce guests and suggest planned activities such as dancing or games. S/he gives directions to personnel engaged in serving of refreshments. The host/hostess may also plan menus and supervise activities of food service workers.

WHERE EMPLOYED: Hosts/hostesses work in restaurants, hotels, bars, lounges, country clubs, or provide special catering services for social events.

EMPLOYMENT OUTLOOK: Job opportunities are expected to be plentiful in the years ahead, mainly due to the need to replace the hosts/hostesses who find other jobs, retire, die, or stop working for other reasons. Turnover is particularly high among restaurant workers. Many restaurant workers are students working part-time who find other employment after graduation or persons who are interested in temporary employment for other reasons. Employment of hosts/hostesses as with other restaurant employees is expected to grow about as fast as the average for all occupations through the 1980's as population growth and rising personal income create more business for restaurants.

EDUCATION AND TRAINING:

Most employers prefer to hire applicants who have at least two or three years of high school. A person may start as a host/hostess or advance to that position after working as a waiter/waitress depending on the rules of the establishment. Some experience is preferred by larger establishments. These larger operations also usually have higher educational standards. Some schools, restaurant associations, and larger restaurant chains provide classroom training in a generalized food service curriculum. Other employers use self-instruction programs to train new employees.

SPECIAL QUALIFICATIONS:

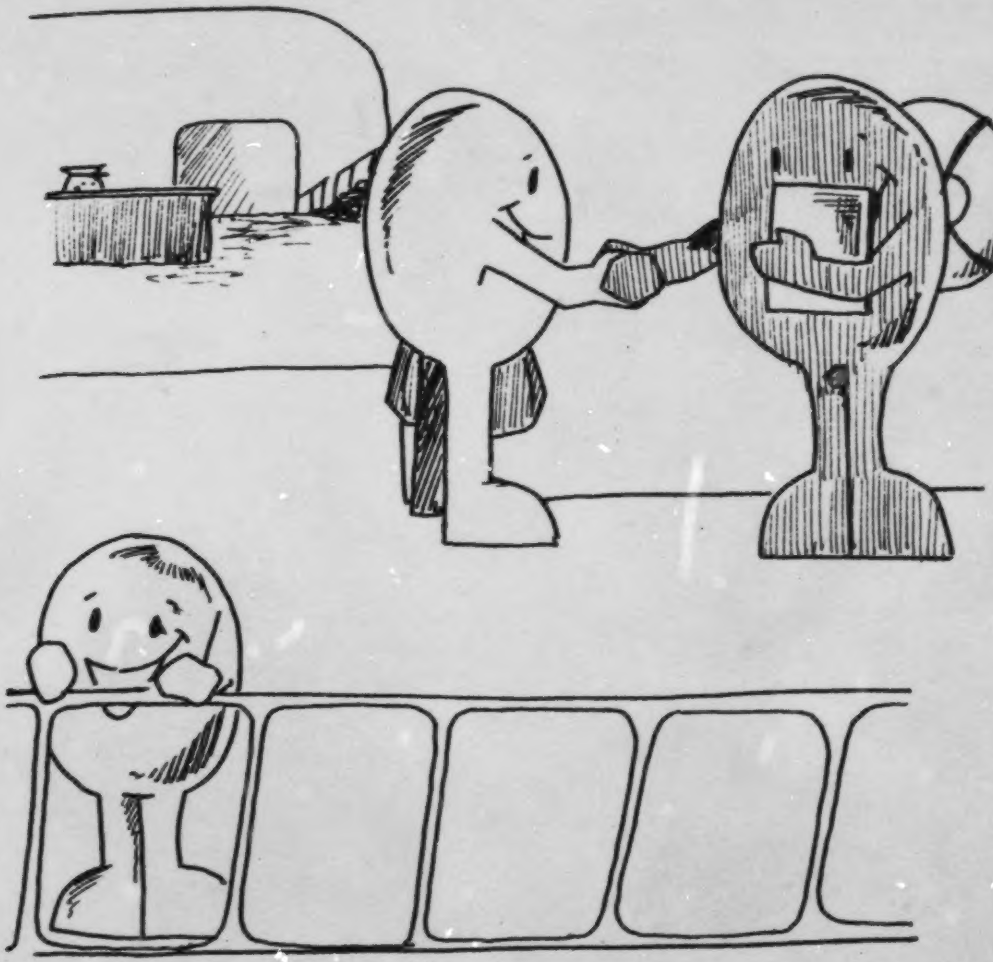
Obtaining a health certificate is one special requirement for this occupational group. There is no special license or other type of certification imposed for these employees. These people should have a pleasing personality and the ability to greet people cordially.

EARNINGS AND ADDITIONAL BENEFITS:

The earnings of a host/hostess may vary with the location, type, and size of the establishment, the experience a person has in the job and in restaurant work as a whole, and whether the job is full or part-time. Generally, the larger establishments that hire hosts/hostesses provide such benefits as insurances, vacations with pay, social security benefits, and pension plans. Overtime and weekend pay are available at many of these establishments also.

WORKING CONDITIONS AND LIFESTYLES:

The conditions of work for these employees are usually in air conditioned surroundings. The hours worked will vary with the place of employment; however, the majority of hosts/hostesses work 40 to 48-hour work weeks. Holiday and weekend work is frequently expected. The work requires good physical and mental stamina since restaurant workers may work at a rushed pace and be on their feet for longer hours.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

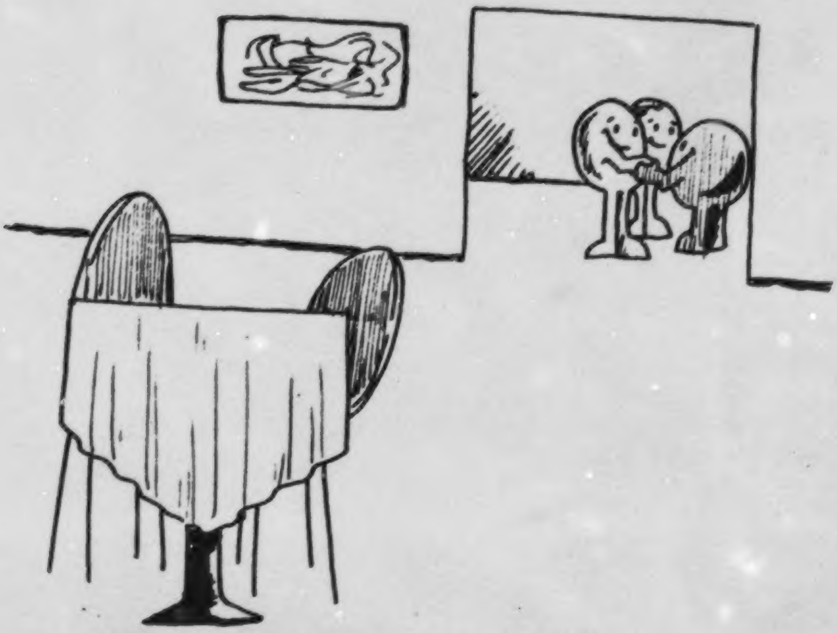
Host/Hostess	352.667-010
Host/Hostess, Ground	352.377-010
Airplane Flight Attendant	352.367-010
Social Director	352.167-010
Airline Lounge Receptionist	352.677-014

OCCUPATIONAL TASK: Exploring duties of a host/hostess

OCCUPATIONAL COMPETENCY: Greeting guests

RESOURCES and/or MATERIALS

1. Activity Aide with Seating Chart.
2. Classroom with tables or seats arranged in groups.



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Be familiar with duties and responsibilities of a host/hostess.
2. Discuss in class the duties and responsibilities of a host/hostess.

LEARNING ACTIVITIES

1. Teacher-lead class discussion of the duties that may be expected of a host/hostess. Refer to Career Information Sheet.
2. Using seating chart of students in the class, greet each student as s/he enters classroom and direct him/her to the correct seat. Refer to Activity Aide.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion of the duties expected of a host/hostess.
2. Seating students as they enter classroom.
3. Submitting seating chart to teacher when class has been seated.

ACTIVITY AIDE

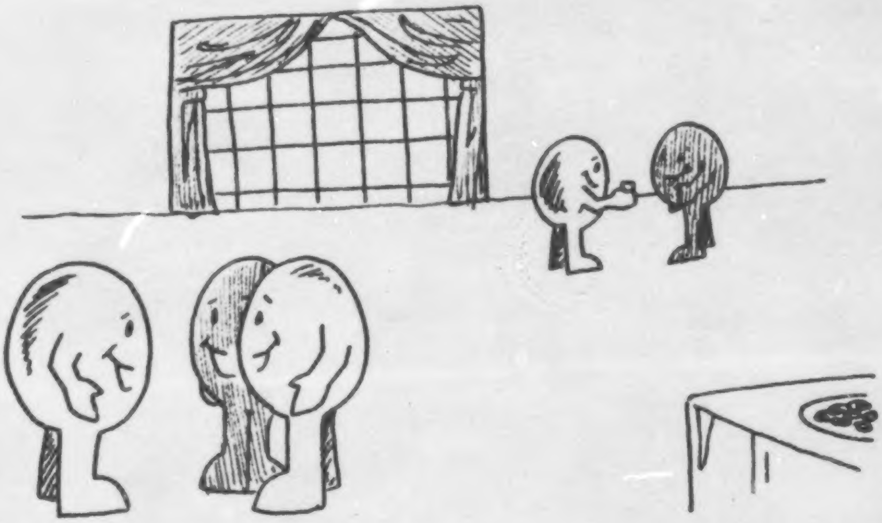
Host/Hostess

Classroom needs to have tables and chairs or student desks arranged into small groups. Places should be marked with name place cards.

Arrangements should be made for the host/hostess of the day to arrive ahead of other students.

Students who are to be seated at one table should enter together. Some exceptions could be made as if one guest was to meet the party at the restaurant.

Have the tables numbered corresponding to the numbers on the seating chart.



SAMPLE SEATING CHART

Table 1

Student's names

1 ____________
2 ____________
3 ____________
4 ____________

Table 2

Student's names

1 ____________
2 ____________
3 ____________
4 ____________

Table 3

Student's names

1 ____________
2 ____________
3 ____________
4 ____________

Table 4

Student's names

1 ____________
2 ____________
3 ____________
4 ____________

Table 5

Student's names

1 ____________
2 ____________
3 ____________
4 ____________

Table 6

Student's names

1 ____________
2 ____________
3 ____________
4 ____________

CAREER INFORMATION SHEET

JOB TITLE: House Detective, Hotel and Restaurant **DOT CODE:** 375.367-018

DUTIES: A house detective patrols the premises for order, enforces regulations, and insures law observance. S/He may interview guests and employees and interrogate if there is infringement. The detective might investigate disturbances, complaints, thefts, vandalism, and accidents. S/He may patrol for fire, unsafe conditions, missing or inoperative safety equipment. S/He may have to write reports and help in emergency situations. In addition, s/he may enter and check rooms of guests not paying their bill and perhaps seize remaining property.

WHERE EMPLOYED: The house detective is employed mostly in hotels and motels, but also in restaurants, rest homes, and hospitals. Other type detectives may be employed in amusement parks, dance halls, and skating rinks.

EMPLOYMENT OUTLOOK: The outlook is bright for this occupation since more people are mobile than ever before and hotel and motel stay is increasing. Of course, conventions account for much of the demand so prospects are good around convention cities. Good will is important to business so hotels need to secure the premises and property of guests.

EDUCATION AND TRAINING: Most all employers require that you have a high school education. They might have you participate in on-the-job training since most house detectives are not armed. You might have to attend an institute which gives instruction with respect to various laws and people's rights. Courses in psychology and human relationships may also be helpful.

SPECIAL QUALIFICATIONS: Depending on where you work and how specialized you become, you may need to be in good physical condition and be able to work flexible hours. As you advance, you might need more specialized training.

EARNINGS AND ADDITIONAL BENEFITS: A house detective should be able to earn $6 per hour or more depending on the size of the establishment s/he is working for and the amount of responsibility s/he is charged with. In addition, s/he may get health and life insurance and a retirement plan. If the employee is working for a hotel or motel chain, s/he might get reduced rates in other establishments of that chain or other travel benefits.

WORKING CONDITIONS AND LIFESTYLES: This type of employment is not so dangerous as that of a policeman or bank guard, but there is an element of risk as you might have to enter a guest's room to investigate a disturbance or complaint. From time to time you may probably have to work varying shifts and holidays. While most of the work is routine, you may also have to be prepared for hectic times and unpleasantness. If a convention or other special event were going on, you might have longer hours for its duration.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

House Detective, Hotel and Restaurant	376.367-018
Detective, Individual	376.667-014
Bouncer, Amusement and Recreation	376.667-010

OCCUPATIONAL TASK: Studying the occupation of house detective

OCCUPATIONAL COMPETENCY: Finding a lost item

RESOURCES and/or MATERIALS

1. Word Search Puzzle

Optional

2. Occupational Guidance; Volume VI, Unit 3, Revision C, Section 12; Finney Company, Minneapolis, Minnesota, 1976.
3. SRA Occupational Brief #274; "Detectives (Investigators)," Science Research Associates, Inc., 1974.
4. Work Brief #91, "Detectives," Science Research Associates, 1972.
5. Filmstrip, "It's a Crime," from General Mills, Inc., 9200 Film Center, P.O. Box 1113, Minneapolis, Minnesota 55440.

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Know different types of detectives, majoring on house detective, and characteristics of each.
2. Evaluate the pros and cons of working as a house detective.
3. Determine if you favor learning more about a position as a house detective.

LEARNING ACTIVITIES

1. Discuss the occupation of house detective, including requirements, advantages, and disadvantages.
2. Prepare and present a skit with a partner answering a call that something has allegedly been stolen from a hotel room.
3. Discuss the skits.
4. Complete the Word Search Puzzle, containing words applicable to this position.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Preparing and presenting skit.
3. Discussing skit.
4. Completing puzzle.

WORD SEARCH PUZZLE FOR HOUSE DETECTIVE

Circle the words in the puzzle below pertaining to the occupation of house detective.

M H B O P Q D S W X V R T Y I

I G O O D H E A L T H B C A O

E R U U B T P Z O R E U T R Q

H O N E S T E H B A L R R G H

L S C F D E N O T V P G S D L

A L E R T N D T A E F L Y I P

W B R T J I R E C L U A T R W

S E R V I C E L T I L R Q I R

A M O R A L S A F E T Y T R I

G U Z E T M A T U F C A C Y C

M O T P A T R O L D W T I N E

S H I O W E I V R E T N I L G

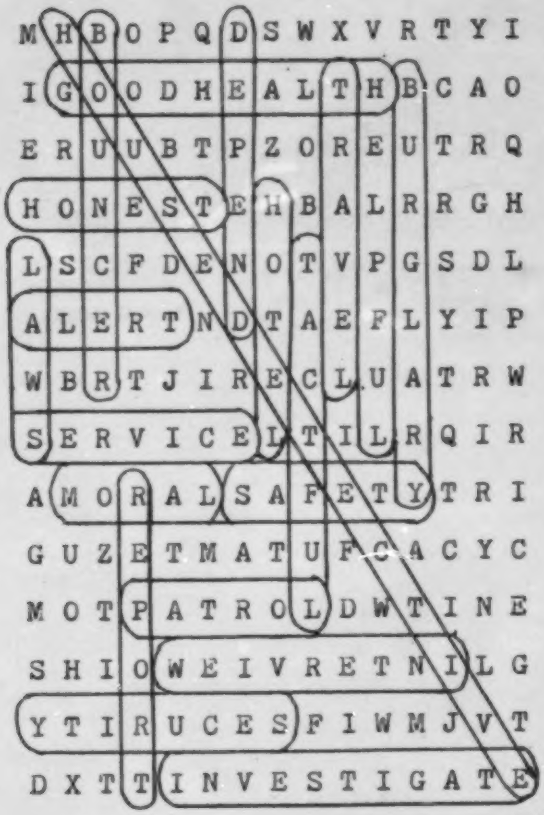
Y T I R U C E S F I W M J V T

D X T T I N V E S T I G A T E

House Detective
Bouncer
Good health
Honest
Helpful
Tactful
Safety
Patrol
Hotel
Alert

Travel
Report
Investigate
Moral
Interview
Depend
Security
Burglary
Laws
Service

WORD SEARCH PUZZLE - KEY



M H B O P Q D S W X V R T Y I
I G O O D H E A L T H B C A O
E R U U B T P Z O R E U T R Q
H O N E S T E H B A L R R G H
L S C F D E N O T V P G S D L
A L E R T N D T A E F L Y I P
W B R T J I R E C L U A T R W
S E R V I C E L T I L R Q I R
A M O R A L S A F E T Y T R I
G U Z E T M A T U F C A C Y C
M O T P A T R O L D W T I N E
S H I O W E I V R E T N I L G
Y T I R U C E S F I W M J V T
D X T T I N V E S T I G A T E

CAREER INFORMATION SHEET

JOB TITLE: Information Clerk, Hotel or Motel **DOT CODE:** 237.367-018

DUTIES: The main duty of an information clerk is to be able to dispense information quickly and accurately. S/He must be knowledgeable about the establishment and how to find different types of information about the town and surrounding area.

WHERE EMPLOYED: This person is usually employed by a large hotel or convention center. This would probably be in a larger city since smaller cities may not need such a service. Tourist bureaus, automobile associations, and large department stores may also be able to employ the services of an information clerk.

EMPLOYMENT OUTLOOK: Presently, the employment outlook is very bright for this service since the major industry of some places is now tourism. Electronic devices have taken over some of the work of the information clerk, but it will probably never replace the human as the final source of information. Economic conditions could influence the demand for this employee in department stores, but the economic climate usually does not curtail this job in hotels, motels, and convention centers.

EDUCATION AND TRAINING: The information clerk should have at least a high school education. Most companies give additional training on the job. A person who is interested in doing the work well continues to learn more about the job throughout his/her working career. Speech classes and perhaps a foreign language would be especially helpful to the information clerk. Additional courses in English would also be invaluable.

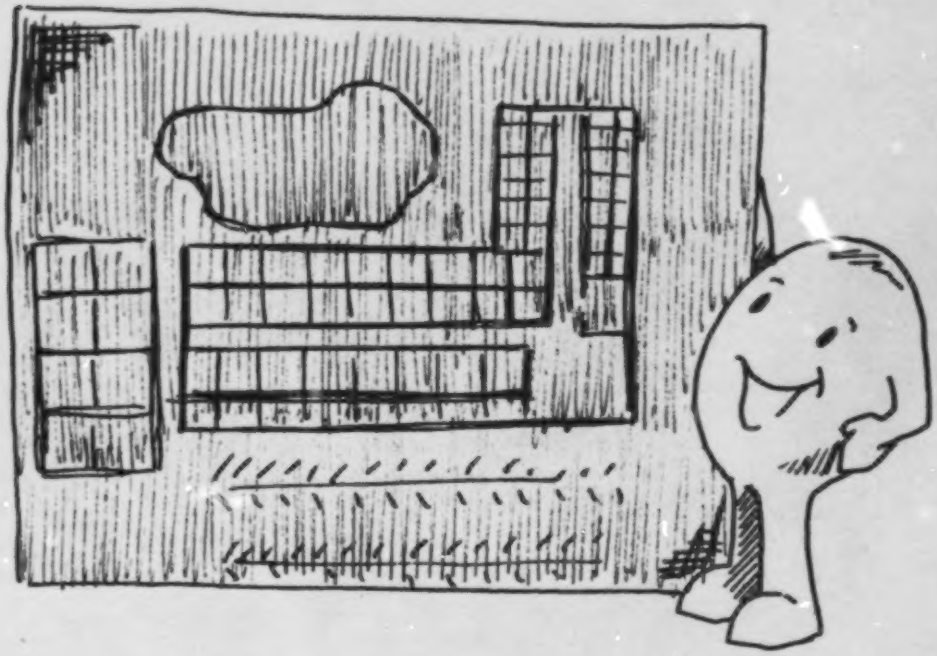
SPECIAL QUALIFICATIONS: The information clerk should be able to enunciate clearly and speak grammatically correctly. S/He should speak pleasantly and give directions with assurance. S/He should have patience to explain things clearly and have a sense of humor. Of course, s/he should dress neatly and pay careful attention to nails, hair, and makeup.

EARNINGS AND ADDITIONAL BENEFITS: The information clerk will probably start at minimum wage initially, but a variety of duties may be included in the job and the salary depends on the nature of the duties and the applicant's previous experience. Annual modest increases in salary, vacations with pay after one full year of employment, and health insurance that is paid for in part by the hotel are customary in most establishments. Some may also offer profit sharing or bonuses. Also, the information clerk may be offered discounts on meals and other hotel services.

WORKING CONDITIONS AND LIFESTYLES: An information clerk is usually at a desk in the most prominent place in the hotel. S/He may be very busy at times and the atmosphere may become very noisy occasionally. S/He usually has adequate room to work and access to charts, phone numbers, and information.

The information clerk deals with all kinds of people. Most are friendly and pleasant, but some may be impatient or rude. It is important for the clerk to be able to deal courteously in all situations.

The hours are regular unless some type of emergency arises and the employee may be asked to work additional hours.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

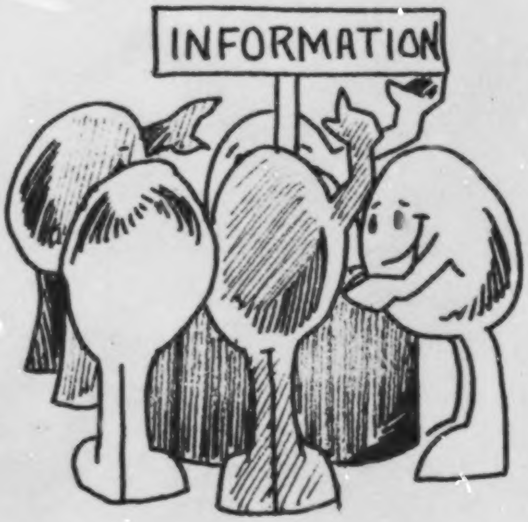
Information Clerk	237.367-018
Clerical	237.367-022
Tourist	237.367-050
Auto Association	237.267-010

OCCUPATIONAL TASK: Understanding information clerk work

OCCUPATIONAL COMPETENCY: Playing the role of information clerk

RESOURCES and/or MATERIALS

1. Question Sheet A
2. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize the different types of information clerks.
2. Understand the duties involved with being an information clerk.
3. Determine if you would like the occupation of information clerk.

TO GET TO THE
CATHOLIC CHURCH
GO I...

LEARNING ACTIVITIES

1. Participate in the class discussion of the duties of an information clerk.
2. Take part in the role playing using Question Sheet A.
3. Discuss how you feel about this job after participating in the role playing.
4. Complete Student Attitude Sheet.

THE INTERSTATE
IS TO THE RIGH
TH...

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Taking part in role playing exercise.
3. Sharing your feelings about this job after the role playing.
4. Completing Student Attitude Sheet.

INFORMATION CLERK QUESTION SHEET A

Be prepared to answer any of the following questions which your caller may ask.

1. Will you find out when the next plane leaves for Los Angeles?
2. What time does the dining room open for breakfast?
3. Where can I have a torn coat mended?
4. How do I adjust the television in my room?
5. What time must I check out?
6. How can I hire a baby sitter?
7. What time does the Catholic church across the street have mass?
8. May I have a cot for a friend to spend the night?
9. May I make long distance calls from my room?
10. What movie is showing near the hotel?
11. Are tennis courts available?
12. May I put valuables in the hotel safe?

Name ____________________

Occupational Cluster Hospitality - Information Clerk

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Discussing duties of information clerk					
Role playing information clerk					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Lost-and-Found Clerk DOT CODE: 222.367-034

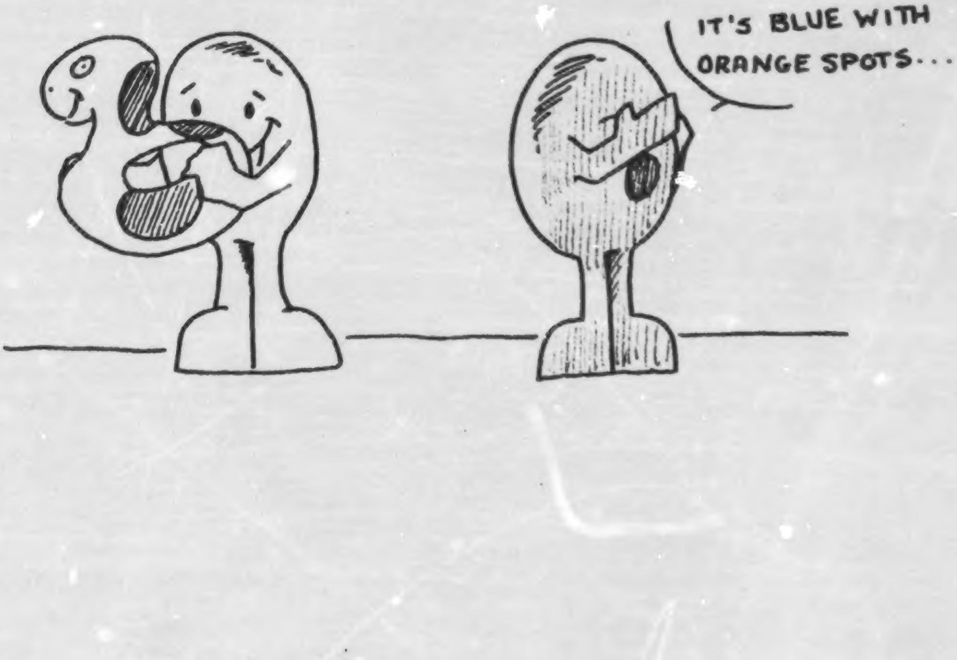
DUTIES:	The lost-and-found clerk receives and returns to owners any articles lost in stores, public conveyances, and buildings. The clerk keeps records of articles that are lost and/or found when proper identification can be determined. S/he tags and places articles in drawers, shelves, racks, or safes according to the type of articles and where they were found. S/he discusses lost articles by telephone or in person and returns articles to owners upon positive identification.
WHERE EMPLOYED:	Lost-and-found clerks may be employed in department stores, public conveyances, and office buildings.
EMPLOYMENT OUTLOOK:	Employment of lost-and-found clerks is expected to increase in the 80's. In addition to new jobs, many openings will occur as employees die, retire, or leave their jobs.
EDUCATION AND TRAINING:	Employers prefer high school graduates for clerical work. They look for people who understand what they read, know basic spelling and grammar, and can use arithmetic. The ability to type and do neat and accurate paperwork is required for nearly all entry level positions. Some employers expect applicants to take typing or clerical aptitude tests.
SPECIAL QUALIFICATIONS:	A lost-and-found clerk needs a pleasant personality to relate to the public. S/he must also be an organized person and keep articles in order.

EARNINGS AND ADDITIONAL BENEFITS:

Some clerks in routine jobs may earn a little over one hundred dollars a week. Salary variations within an occupation are relatively common, and they usually reflect differences in educational level, work experience, and level of responsibility. Employees work 40 hours a week in many cities. Most clerk workers in large cities receive seven paid holidays or more a year and a two-week vacation after having worked one year.

WORKING CONDITIONS AND LIFESTYLES:

Lost-and-found clerks see a variety in the work for they meet various individuals and deal with different problems dealing in lost and found articles.


IT'S BLUE WITH ORANGE SPOTS...

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

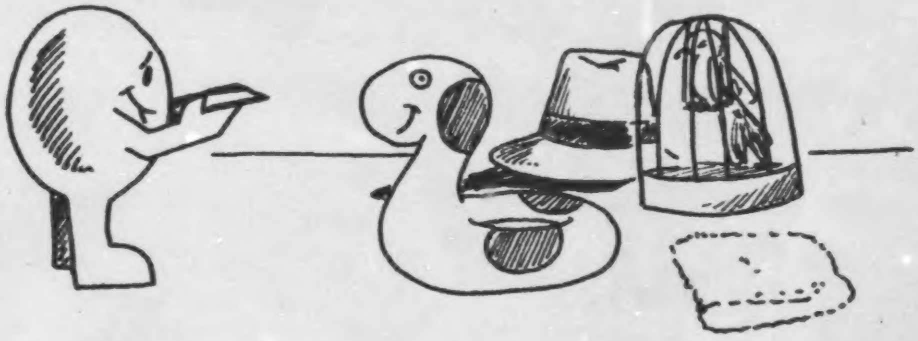
Lost-and-Found Clerk	222.367-034
Shipping/Receiving Clerk	222.387-050
Stock Clerk	222.387-058

OCCUPATIONAL TASK: Exploring responsibilities of a lost-and-found clerk

OCCUPATIONAL COMPETENCY: Recognizing essential personal traits necessary in a clerical field

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A
3. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Observe and describe articles found on a student.
2. Form questions that are necessary to find information about a lost article.
3. List advantages and disadvantages in being a lost-and-found clerk.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Do all activities on Worksheet A.
3. Complete Student Activity Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing all activities on Worksheet A.
2. Participating in class discussion.
3. Completing Student Activity Sheet.

WORKSHEET A

ACTIVITY I. OBSERVING AND RECORDING

1. Have a student walk into class with at least ten obvious articles on. S/he is to walk back and forth in front of the class. The student will then leave the classroom.

2. Have each student list the articles that the student modeled and try to describe them in as much detail as possible.

3. Check the students papers to see who was the most observant.

4. Discuss what qualities a person must possess to be an observant individual.

ACTIVITY II. FORMING A QUESTIONNAIRE

1. Have students work in a group of four, choose a chairman, and form questions that would appear on a lost-and-found clerk's questionnaire. The questions will involve finding out information relating to articles that have been lost.

2. Discuss questions presented by each group and have a student compile one list of questions on the blackboard that would offer all necessary information.

3. Ask if one student might volunteer to write the list down and present it to the person of their school in charge of lost-and-found articles.

ACTIVITY III. GENERAL DISCUSSION ON ADVANTAGES/DISADVANTAGES OF CLERK

1. As a group, discuss the advantages and disadvantages in holding an occupation as a lost-and-found clerk.

2. What characteristics must an individual possess in order to be a good lost-and-found clerk?

Name ______________________________

Occupational Cluster Hospitality - Lost-and-Found Clerk

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Listing all articles found on the student					
Forming questions to find information					
Discussing occupation of lost-and-found clerk					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Manager, Promotion DOT CODE: 163.117-018

DUTIES:	The duties of a promotion manager are many and varied. Primarily s/he plans and administers sales policies and programs to promote hotel patronage. The promotion manager consults newspapers, trade journals, and publications to learn about conventions and social functions. S/He might also organize a prospect file by listing information such as names of officials and convention plans. S/He would work in connection with travel bureaus, business, and social groups. The promotion manager might contact executives of organizations to explain the services and facilities of the hotel and generally solicit business. After the contact has been finalized, s/he might supervise the event by preparing advertising and promotional materials and arranging for other services such as space, tables, safety precautions, exhibits, and displays.
WHERE EMPLOYED:	The promotion manager for a hotel or motel is employed by a large hotel or motel or by a chain and can supervise contacts in various areas. This will probably be in large cities or complex tourist areas.
EMPLOYMENT OUTLOOK:	The employment outlook is expected to be a slow increase in this field as additional motels and hotels are built to fill the needs of increasing numbers of travelers.
EDUCATION AND TRAINING:	A college degree is very helpful in this field, but not necessary if you

have a good background in English and business economics. The important commodity is that you are interested in this occupation and are willing to learn.

Some establishments will offer on-the-job training. In order to advance, you can even obtain two-and-four year degrees in hotel management and related areas which should be of help in the area of promotion manager.

SPECIAL QUALIFICATIONS:

The promotion manager should be a person who is not easily upset and can always be ready to make substitutions and emergency plans should the original ones fail. At times the hours may be irregular and long, but the rewards of a successful event and more business for your employer should make this worthwhile.

The promotion manager should have tact, a sense of humor, resilience, and stamina. Since this is a position of responsibility, s/he must be honest, dependable, and trustworthy.

EARNINGS AND ADDITIONAL BENEFITS:

The amount the hotel or motel promotion manager can earn is based on educational background, previous experience, and amount of responsibility placed upon him/her. The employee may receive from $10,000 to $25,000 annually depending on the size of the establishment.

The establishment might provide lodging if the employee had to spend much time on the premises, and fringe benefits might include fully- or partially-paid hospitalization plans, retirement benefits, and participation in profit-sharing or bonus plans as well as vacations with pay.

WORKING CONDITIONS AND LIFESTYLES:

The working conditions should be very comfortable. Usually the work is completed indoors.

There might be some irregular or evening hours connected with conventions and meetings, and an employee should be prepared for this before deciding to become a promotion manager.

Hotel Peep
PRESENTS
THE MISS
AMERICA
PAGENT

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

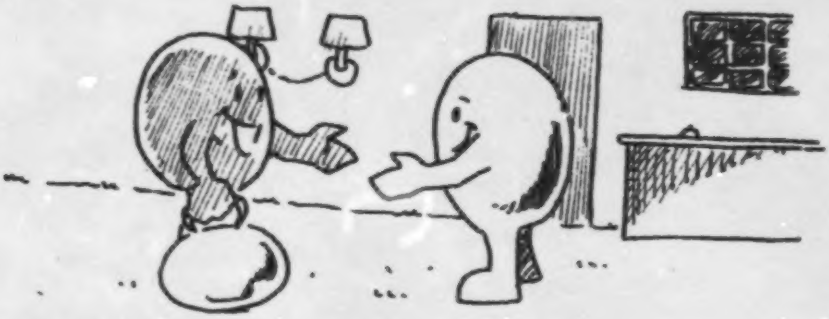
Manager, Promotion (Hotel and Restaurant)	163.117-018
Sales and Service Promoter	165.167-010
Convention Promoter	187.167-078

OCCUPATIONAL TASK: Knowing what a promotion manager does

OCCUPATIONAL COMPETENCY: Preparing an ad or poster for your hotel

RESOURCES and/or MATERIALS

1. Poster board
2. Drawing paper
3. Magic markers
4. Pens and pencils
5. Rulers



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand what is involved with being a promotion manager.
2. Recognize the duties of different types of promotion managers.
3. Determine if you want to learn more about this occupation.

LEARNING ACTIVITIES

1. Discuss the job of promotion manager.
2. Develop an ad or poster for a hotel or a convention that is being sponsored in your local area.
3. List the various ways that may be used to promote the ad or poster.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Discussing the occupation of promotion manager with the class.
2. Completing an ad or poster for your hotel or convention.
3. Participating in class discussion.
4. Completing list of ways for promoting the ad or poster.

CAREER INFORMATION SHEET

JOB TITLE: Manager, Travel Agency DOT CODE: 187.167-158

DUTIES: A travel agency manager directs, coordinates, and participates in merchandising travel agency services, such as salary of transportation company carrier tickets, packaged or specialized tours, or vacation packages. They also plan work schedules for employees and they often train their employees.

WHERE EMPLOYED: They are employed in various vicinities throughout the United States. Agencies are available at the local, state, and national levels.

EMPLOYMENT OUTLOOK: Employment outlook for the future is predicted to be very good. People in a mobile society like to visit different places. Persons at the travel agencies make traveling easier and attractive by coordinating places for traveling.

EDUCATION AND TRAINING: Some travel agencies have their own training program. However, they usually prefer someone with a college degree and some experience. Schools and colleges are aware of the need for classes in public relations and they are making more of them available. Some degrees that may be helpful are Business Administration, Humanities, and Education.

SPECIAL QUALIFICATIONS: Aspirants must have good salesmanship ability. They should be able to cope with pressure situations. They may be required to attend seminars for training to keep up with the current demands that are placed upon them nationally.

EARNINGS AND ADDITIONAL BENEFITS:

Starting salary is expected to be approximately $14,000. Education and experience may help to produce a higher salary. Employees may expect a discount on their travel, reduced air fare with the airlines they do the bulk of their business with, free family trips, hospitalization, and vacations with pay.

WORKING CONDITIONS AND LIFESTYLES:

Special staff meetings may be conducted half hour early in the morning before the working day begins. Employees may have to work late in the evenings and/or rotate work loads after 5:00. Lunch schedules are flexible with no set hour. People interested in this type of job should be interested in working with the public and also willing to cooperate with the staff.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

Manager, Travel Agency	187.167-158
Manager, Convention	187.167-078
Manager, Front Office	187.167-110
Manager, Liquor Establishment	187.167-126

OCCUPATIONAL TASK: Increasing students' knowledge of the duties of a manager for a travel agency

OCCUPATIONAL COMPETENCY: Becoming familiar with terms, facts, and other materials they use in their day to day tasks

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Materials from a travel agency
3. Manager of a travel agency

$175
AIRPLANE
?
CAR
BUS
$300
$525
FLORIDA

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize the different types of materials needed to accomplish the task at hand.
2. Understand the importance of cooperation and organization in their field of work.
3. Determine your interest in this type of work.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Role play a given situation.
3. Obtain materials from a travel agency to use in preparation for a role playing activity.
4. Talk with a travel agency manager, if possible, to get some firsthand information.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in a role playing situation.
2. Participating in a class discussion.

ROLE PLAYING SITUATION

You are a manager of a travel agency. A couple interested in planning a cruise honeymoon comes to you for assistance. You must help them plan their honeymoon based on their budget of $2,000.

This amount must include: transportation to and from destination, lodging, spending money, food, sight-seeing, and tips. The number of day's stay will affect the amount of money needed.

TIPS
MONEY
FOOD
SIGHT-SEEING
LODGING

CAREER INFORMATION SHEET

JOB TITLE: Tourist-Information Assistant	DOT CODE: 237.367-050
DUTIES:	A tourist-information assistant furnishes maps, local sites of interest, and eating places. S/he assists persons with motel reservations by calling motels in the areas in which the tourist may want to stay. One of the most important duties is to welcome people into the state because you are selling the tourist trade to the public.
WHERE EMPLOYED:	Persons in the job of tourist information are employed by the government. Geographically the duties are performed at tourist information centers on the state boundary lines.
EMPLOYMENT OUTLOOK:	At a time when all states are trying to build their tourist trade, employment is good. However, there is not an abundance of positions. These jobs are mainly filled when someone retires, dies, or leaves their job for another job.
EDUCATION AND TRAINING:	At least a high school education is needed. Some previous experience in business and sales would be helpful. S/he needs a knowledge of doing payroll and keeping of accurate records. A tally needs to be compiled each day of all incoming people. This tabulation is broken down by states and countries.
SPECIAL QUALIFICATIONS:	This career involves working with the public. You need to be nice and courteous at all times. Your attitude should be that of choosing to be helpful. People come to you for a service

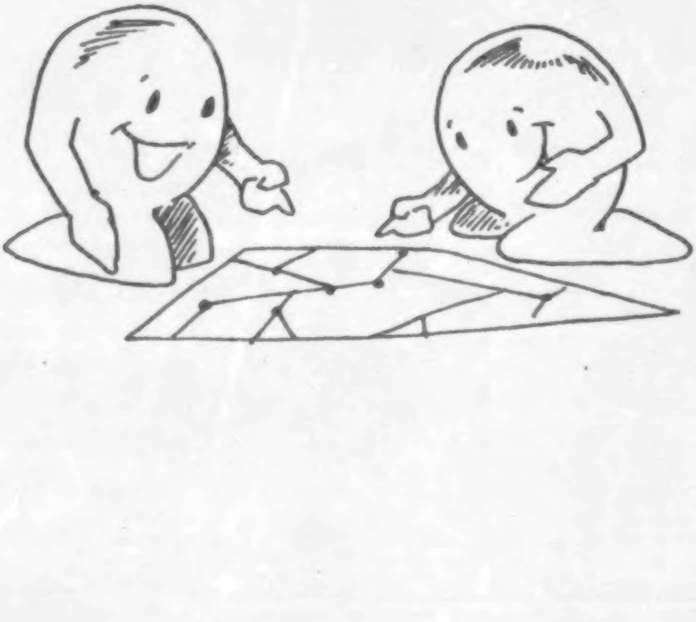
and expect that need to be met. S/he must know how to inventory, log telephone calls, and/or make out a work schedule for those under his/her supervision.

EARNINGS AND ADDITIONAL BENEFITS:

While in training for this job, the employee may expect the minimum salary of $550 to $600 a month. Advancements are earned from that beginning salary as the government increases all their employees pay. Employers of tourist-information assistants will employ students during the summer to work as trainees in the Government Youth Program. This program pays minimum wage for a 32-hour week.

WORKING CONDITIONS AND LIFESTYLES:

The tourist-information assistant usually works in pleasant physical surroundings, designed to prove attractive to the clients. A regular five-day, 40-hour week is an average work week for tourist-information assistants.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

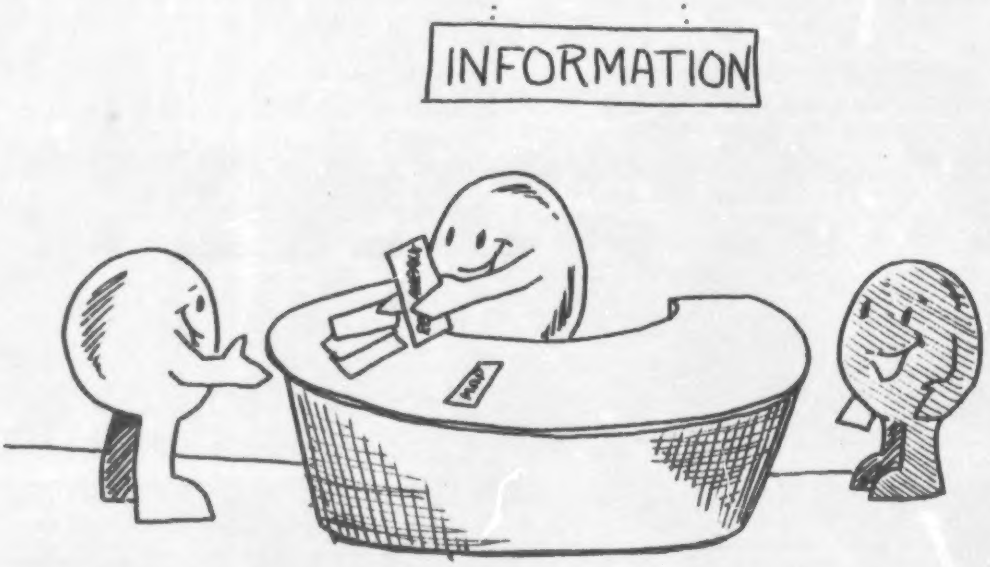
Tourist-Information Assistant	237.367-050
Travel Clerk	238.167-010
Travel Agent	252.157-010

OCCUPATIONAL TASK: Exploring the job of tourist-information assistant

OCCUPATIONAL COMPETENCY: Learning how to tabulate a guest registry

RESOURCES and/or MATERIALS

1. Discuss the Career Information Sheet.
2. List of guests who visited tourist information center.
3. Weekly tabulation sheet.



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize the value of this service to the public.
2. Tabulate any given set of facts and figures.
3. Express your feelings about the job of tourist-information assistant.

LEARNING ACTIVITIES

1. Discuss the valuable service this job provides to the public.
2. Read the guest list and tabulate the number of persons by state and country on the tabulation sheet.

EVALUATION PROCEDURES

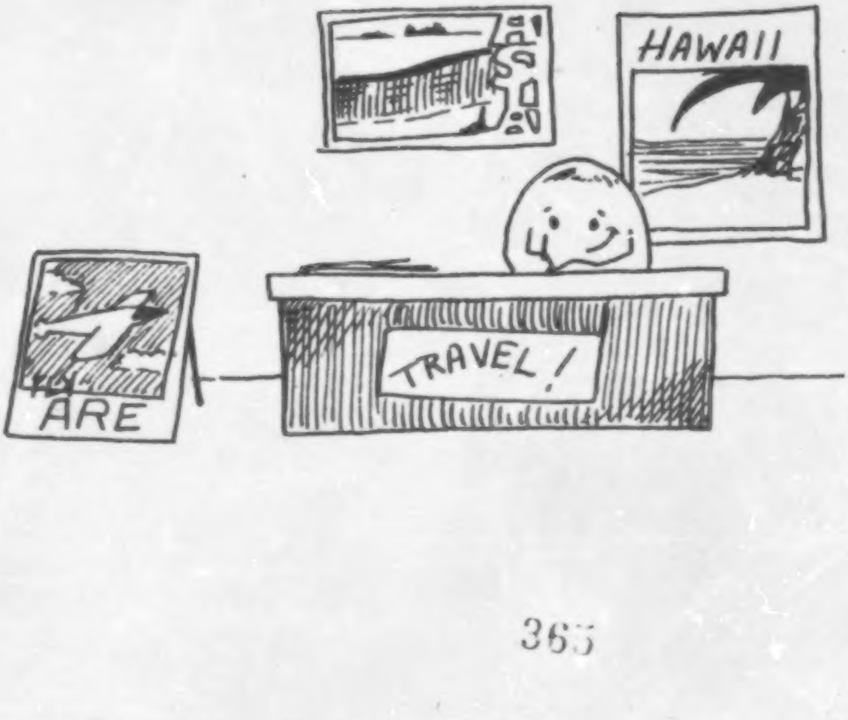
Your evaluation will consist of:

1. Participating in class discussions.
2. Completing and submitting the worksheet on Weekly Tabulation of Tourists.

Worksheet

WEEKLY TABULATION OF TOURISTS

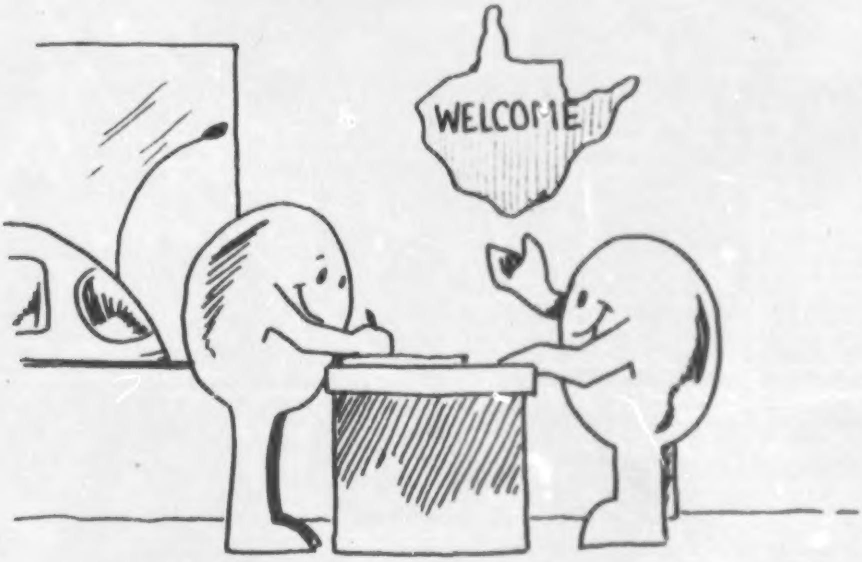
1. Read the entire guest list for the week of October 10 through 16th.
2. List all states or countries represented on the tabulation sheet provided.
3. Count how many of each state and/or country were represented on the days of the week.
4. Total number at the bottom by days.



GUESTS

DATE		
10/10/82	Donald & Marie Barto	Roanoke, Virginia
10/10/82	Diane Robbins	Dayton, Ohio
10/10/82	Vicky Ladler	Annapolis, Maryland
10/10/82	Don Zimmer	Erie, Pennsylvania
10/10/82	Mr. & Mrs. Bob Prain	Houston, Texas
10/11/82	James L. Moore	London, England
10/11/82	Bill Hanover	Pittsburgh, Pennsylvania
10/11/82	Robin Fannin	Honolulu, Hawaii
10/11/82	Val Covey	Little Rock, Arkansas
10/11/82	Roger & Betty Smith	English, Indiana
10/12/82	Dr. & Mrs. E.S. Plante	Paris, France
10/12/82	Mr. & Mrs. Ron Brown	Louisville, Kentucky
10/12/82	Susan Tanner	Ontario, Canada
10/12/82	Jasmine Martin	Uniontown, Pennsylvania
10/12/82	Dolly Smiltzer	Columbus, Georgia
10/13/82	John Jones	Los Angeles, California
10/13/82	Simon Kempler	Orlando, Florida
10/13/82	Mr. & Mrs. Dan Sharps	Salt Late City, Utah
10/13/82	Jenny Frazier	Dallas, Texas
10/13/82	Richard Thomasson	Richmond, Virginia
10/14/82	Paul and JoAnn Frederick	Cumberland, Maryland
10/14/82	Karen Grimes	Key West, Florida

DATE		
10/14/82	Cheryl McGinnis	Montreal, Canada
10/14/82	Sharon Wilt	Des Moines, Iowa
10/14/82	Rev. & Mrs. Ed Johnson	Indianapolis, Indiana
10/15/82	Wilma Turner	Pikeville, Kentucky
10/15/82	Mr. & Mrs. George Martin	Huntington, West Virginia
10/15/82	Jim and Anita Conner	Urbana, Ohio
10/15/82	Mary Simpson	New York, New York
10/15/82	Alice Fisher	Oakland, Maryland
10/16/82	Jonothan VanNorman	Jackson, Mississippi
10/16/82	Alan Boggs & Tommy	Fairfield, Ohio
10/16/82	Bill Coker	Toronto, Canada
10/16/82	Dr. & Mrs. Dennis Kinlaw	Lexington, Kentucky
10/16/82	David Benedum	Dalton, Georgia



WEEKLY TABULATION OF TOURISTS
BY STATES AND COUNTRIES

STATE/COUNTRY	DATE						
	10/10	10/11	10/12	10/13	10/14	10/15	10/16

STATE/COUNTRY	DATE						
	1010	1011	1012	1013	1014	1015	1016
TOTAL							

CAREER INFORMATION SHEET

JOB TITLE: Travel Clerk

DOT CODE: 238.367-030

DUTIES:

The travel clerk assists individuals or groups wishing to take trips by planning itineraries, making transportation, hotel, and tour reservations, provides travel information, and arranges accommodations for tourists. S/he answers inquiries, offers suggestions, and provides descriptive literature pertaining to trips, excursions, sports events, concerts, and plays. The job entails discussing routes, time schedules, rates, and types of accommodations with patrons to determine preferences and making reservations. Also included are verifying arrival and departure times, tracing routes on maps, and arranging for baggage handling and other services requested by guests. Delivering tickets may be included. S/he may arrange for visas and other documents required by foreign travelers. The travel agent may contact individuals and groups to inform them of package tours.

WHERE EMPLOYED:

The travel clerk is employed within hotels and restaurants. Larger hotels and restaurants and ones located in resort areas are more likely to employ travel clerks.

EMPLOYMENT OUTLOOK:

Future prospects in the travel field generally appear very favorable for qualified persons through the 1980's. Higher individual incomes, longer paid vacations, expanded retirement plans, and increasing amounts of leisure time provide clients with time and money for travel. The amount spent on travel by individual citizens has increased rapidly in the past several decades. However, since the travel industry is generally sensitive to the fluctuating economy, opportunities at any given time may depend heavily upon whether people can afford to travel.

EDUCATION AND TRAINING: Actual travel experience provides useful knowledge of expectations, merits, and problems of travel. Any type of part-time experience with a travel agency would be helpful. Other ways of gaining experience for training may include working for an airline as a stewardess, reservations agent, or ticket clerk. Railroad and steamship companies also have clerical positions. Several home-study courses are available that provide a basic understanding of the travel industry. Travel courses are also offered in some vocational schools, adult education programs in public high schools, community colleges, and four-year colleges.

SPECIAL QUALIFICATIONS: As a representative of a large firm, a travel clerk should be pleasant and patient. Clerks often must demonstrate their efficiency and sense of responsibility to hard-to-please clients.

EARNINGS AND ADDITIONAL BENEFITS: Salaries for those persons in the travel industry generally range from $9,500 to $18,000 a year plus some benefits which may include pension plans, insurance coverage, and vacations and/or holidays with pay.

WORKING CONDITIONS AND LIFESTYLES: Most of a travel clerk's time is spent at a desk conferring with clients, completing paperwork, verifying schedules, and promoting group tours. The work area is usually located in a pleasant atmosphere designed to prove attractive to his/her clients.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILY: Information Services

REPRESENTATIVE JOB TITLES:

Travel Clerk	238.367-030
Hotel Clerk	238.362-010
Reservations Agent	238.367-018
Reservation Clerk	238.367-014
Ticket Agent	238.367-026
Travel Clerk (Government Service)	238.167-010

OCCUPATIONAL TASK: Exploring travel agent duties

OCCUPATIONAL COMPETENCY: Making travel arrangements

RESOURCES and/or MATERIALS

1. Map of West Virginia
2. Map of Eastern United States
3. Activity Sheet/Travel Clerk

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Demonstrate the ability to determine distances on a map.
2. Demonstrate the knowledge of other uses for maps.

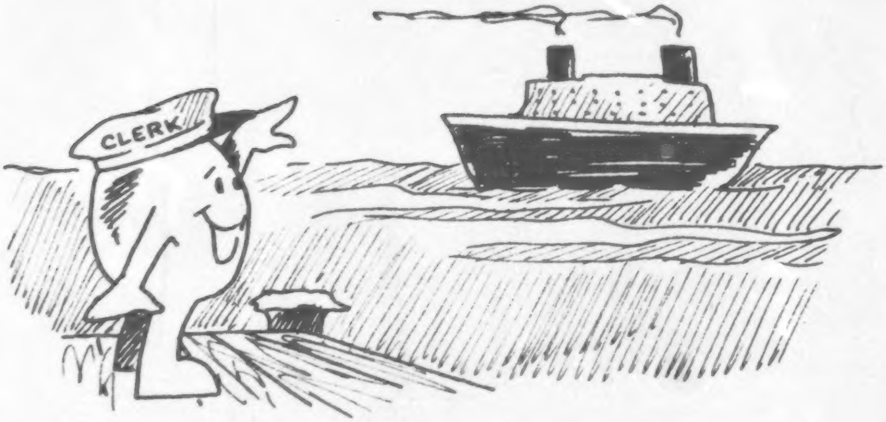
LEARNING ACTIVITIES

1. Observe teacher demonstration of map usage and explanation of the keys used with maps.
2. Participate in activities from Activity Sheet/Travel Clerk.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Observing teacher demonstration of map usage.
2. Participating in activities from Activity Sheet/Travel Clerk.



ACTIVITY SHEET/TRAVEL CLERK

Using a current road map of West Virginia and one of the eastern part of the United States, have students to locate or indicate the following:

1. Locate all West Virginia State Parks and indicate where they are by using the letters and numbers in the margins.
2. Locate national parks in this area (West Virginia and eastern part of United States.)
3. Find driving distances between several of the parks.
4. Indicate where airports are located.
5. Locate bodies of water.

SERVICE OCCUPATIONS
(Culminating Lesson)

OCCUPATIONAL CLUSTER: Hospitality

OCCUPATIONAL FAMILIES:

and

REPRESENTATIVE JOB TITLES:

A. Custodial
   1. Executive Housekeeper
   2. Gardener
   3. Housecleaner

B. Customer Services
   1. Checkroom Attendant
   2. Parking-Lot Attendant

C. Food Service
   1. Cashier
   2. Cook
   3. Salad Maker
   4. Waiter/Waitress

D. Hotels and Lodgings
   1. Hotel Clerk
   2. Hotel or Motel Manager

E. Information Services
   1. Guide
   2. Host/Hostess
   3. Information Clerk
   4. Manager, Travel Agency

OCCUPATIONAL TASK: Reviewing the Hospitality Cluster

OCCUPATIONAL COMPETENCY: Recognizing and explaining the various occupational job titles

RESOURCES and/or MATERIALS

1. Worksheet A: Scrambled Word Puzzle
2. List of hospitality careers - each on a small piece of paper and placed in a balloon

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize job titles associated with the Hospitality Cluster.
2. List hospitality occupations and give the job description.
3. Discuss advantages/disadvantages in working in occupations listed in the Hospitality Cluster.
4. Determine if occupations in the Hospitality Cluster may be suitable for the student's anticipated lifestyle.

LEARNING ACTIVITIES

1. Complete scrambled puzzle.
2. Select and blow up a balloon until it bursts.
3. Describe the job title found inside the balloon.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing scrambled puzzle.
2. Participating in balloon activity.

WORKSHEET A

Scrambled Puzzle

Unscramble the following occupational titles found within the Hospitality Cluster.

1. ookc
2. eltoh reclk
3. airtew/airsstew
4. igapnrk-otl datttnena
5. nraiionotfm lrkce
6. icesrah
7. oleht ro lomet aamngre
8. ecoomcrkh daetnantt
9. eugdi
10. rakme daals
11. soth/setshso
12. xiteeuvec eeeehpkruos
13. vartle ycenga amanger
14. rgeanrde
15. chersulaonee

WORKSHEET A - KEY

1. cook
2. hotel clerk
3. waiter/waitress
4. parking-lot attendant
5. information clerk
6. cashier
7. hotel or motel manager
8. checkroom attendant
9. guide
10. salad maker
11. host/hostess
12. executive housekeeper
13. travel agency manager
14. gardener
15. housecleaner